

child study

By-lines

A quarterly journal of parent education

Summer 1951

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Sixty-five cents a copy Vol. XXVIII, No. 3 \$2.50 a year

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CHILD STUDY reentered as second-class matter September 19, 1947, at the Post Office at New York, N. Y., under the act of March 3, 1879. Copyright, 1951, by Child Study Association of America, Inc. Published by the Child Study Association, 132 East 74th Street, New York 21, N. Y. Quarterly in Fall, Winter, Spring, and Summer issues. 65 cents a copy. \$2.50 a year, \$4.50 for two years. Add 25 cents for all foreign subscriptions.

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Changing ways with children

Parents today are perplexed by what often seem to them mere changes of fashion in approved ways of bringing up children.

Discouraged by apparent sharp swings of the pendulum, conscientious parents are inclined to wonder whether when tomorrow comes they won't again be advised to go back to the counsel of yesterday. They recollect that there was a time when strictness and the maintenance of undisputed authority over the young were the clear duty of every parent. There followed a decade or so of insistence on freedom and unrestraint as the surest guarantee that children would grow up mentally healthy. Now there is a returning conviction that children need parental control and guidance.

But what kind of control? What kind of guidance? How do present-day concepts of child development and child care really differ from those of our grandparents? What can we be sure of? What new knowledge does science offer on the processes and dynamics of child development? Of what practical help is this knowledge for parents in their day-to-day problems of living with children?

Now, in midcentury, in the welter of scientific theory and controversy, it seems timely to sift out those principles and facts that may be held to with certainty and that will prove reliable guides in family living. For this reason the Annual Conference of the Child Study Association of America, held in New York on February 19, 1951, was concerned with the question, "Changing Ways with Children: What Real Gains Have We Made?" The provocative papers read at the Conference are presented in this issue of *CHILD STUDY*. Because of space limitations, it has been necessary to omit much that was said. It is hoped, however, that the principal ideas will prove to be as helpful and as challenging to the readers of the magazine as they were to the more than thirty-five hundred participants in the Conference, and that those who attended the sessions will welcome this permanent record.

THE EDITORS

Parents and children in a time of world crisis

In human understanding of human behavior
lies the hope for understanding
between nations

Millions of the world's children have had no experience of a world at peace, and it may well be that they and millions more will never know anything but a world in chronic crisis. As they leave that period of childhood when war games are no more than exciting play, they are forced to realize that a world out of joint, which is our legacy to them, has an individual impact on each of them. They can make no secure plans for education, vocation, or marriage and family life, for their country has taken a first lien on each youth—a lien that will claim some years of service and perhaps a part of his body, or his life. There is for our children no such commodity as even minimal reality security in their foreseeable future. Today we are teaching our little tots to crouch under their desks at school, with eyes closed and faces covered, at a given signal; and we must tell them that they practice this drill because the grown-ups of another nation may bomb their schools and home without warning. Patiently their teachers and parents try to explain in terms they can understand that the world they live in is not safe; that there are bad, enemy countries, or bad men in those countries, who may drop atomic bombs on them.

What kind of a world is this that we adults have bunglingly created where world destruction, which used to be only a schizophrenic fan-

tasy, is now an imminent reality? After all we have learned, especially in the last few decades, about the importance of emotional security as a prime essential in healthy upbringing, how could we have blundered our way to the point where we now have to teach our children how to try to protect themselves against atomic blasts and fires and radiation?

No thoughtful person has the complete answer. We simply have to admit that none of us adults, or at least not enough of us, or not the right ones among us, understand sufficiently the complex human factors—explosive psychological, economic, and political factors—at work in the world. Franklin Roosevelt wrote for his undelivered Jefferson Day address in 1945: "Today we are faced with the predominant fact that, if civilization is to survive, we must cultivate the science of human relationships—the ability of all peoples, of all kinds, to live together and work together in the same world, at peace." General Omar Bradley expressed the same thought in pithier fashion: "Ours is a world of nuclear giants and ethical infants." The very progress in the physical sciences on which our Western culture prides itself, which enables us to point proudly to the "highest living standard in the world," which has annihilated space and brought the peoples of the world so close together in space and time, has

so far outrun our progress in the social sciences that we now stand about intimidating each other with the destructive fruits of our vaunted scientific progress.

We had learned the lesson, we thought, about emotional and physical security, and we had learned the psychological evils of intimidation in human relationships. We knew, and we still know, that healthy child development and adult functioning in liberty and human dignity cannot continue to exist in a world where adult leaders, inadequately equipped with knowledge and techniques for coping with modern, global human relationships, react to their anxieties by resorting to intimidation of "enemies" abroad and of supposed enemies, critics, and nonconformists at home. We know that intimidation from above is passed on down the line, and children become the final targets. Our anxiety and reactive aggressiveness are transmitted directly to them, both by the psychological process of identification and by the impact on them of our displaced aggressiveness, so that they in turn react with anxiety and submission, or with anxiety and retaliatory aggressiveness.

If this is the best that we adults can do, then we shall fail doubly. We shall fail to meet the world crisis intelligently ourselves, and we shall fail to rear a generation of children to adult competence to meet the world crisis in the form in which they encounter it. Only if we consolidate the knowledge of human relationships that we have won, and advance our psychological researches to close the gap caused by the forging ahead of the vastly better staffed and financially better supported physical sciences, shall we be able to neutralize our destructive potential with a hard-won capacity for human understanding of human behavior.

Assessing our knowledge

It is good, then, that we assess our knowledge and report our gains in the field of human relationships and child rearing. The chronic world crisis which we now face, and which we may be facing for years to come, will not worsen, and may definitely lessen, because of our efforts to correct the lag between the progress of the physical sciences and that of the social sciences. At the very least, we can hope for a wider

transmission of those basic psychological principles that several decades of increasingly enlightened clinical experience and research have yielded us; optimistically, we can hope that a new generation, reared in greater parental enlightenment, will produce those sought-for leaders with the maturity and comprehension of human relationships required to resolve our world crisis.

Harassed parents over the past thirty years have been subjected to a flood of books and pamphlets on child rearing, and many have tried conscientiously to follow the psychological "party line"—which has seemed to fluctuate as widely and as often as the Communist Party line. In the second and third decades of this century the popularizations of the "new psychology" contained mainly the advice that parents should not frustrate or discipline their children for fear of producing in them "repressions," "inhibitions," and "complexes"—all dreadful words in those days. The idea was to liberate the children from oppression from without and permit them to grow and develop freely, without restraint, into their true natures. Children reared according to this advice became rather promptly liberated into tyrants who proceeded to oppress thoroughly their playmates, their parents, and all adults who tried to manage them. When the psychiatrists encountered these children as young adults, they found them to be suffering from character disorders.

Something obviously was wrong with this advice to parents. Many people felt that the new psychology had been discredited promptly, at least in so far as its translation into child-rearing principles was concerned. The trouble, however, was mainly with the popularizers rather than with the new psychology. Psychoanalytic psychology had discovered and was systematically investigating the hidden primitive forces in the unconscious of each individual. One of the hidden forces, which was at first believed by Freud to provide the key to the origin of neurosis, was the traumatic experience of sexual seduction in childhood by an older child or an adult, the memory of which experience was then repressed. Actually Freud held this theory for only a couple of years in the middle

eighteen nineties and then repudiated it in favor of a broader conception of early traumatic experience.

Neurotic symptoms were then regarded as the result of too oppressive and frustrating an upbringing; and the undoing, through treatment, of this kind of upbringing required the uncovering of the instinctual impulses which had been too severely dealt with, in order to achieve emancipation of the patient from the repressive forces within him. Partly because of the cultural lag, and partly because the accessibility to the public of Freud's writings has permitted people to read his works indiscriminately and without regard to the time sequence of his developing theories, there are still some individuals who expect to be cured of their neuroses by the uncovering of a single childhood trauma, or who conceive of the cure of neurosis as an emancipation from all of the restraints imposed during their upbringing. The preoccupation of psychoanalytic investigators in the first two decades of this century with id drives and unconscious content did, however, give a false and incomplete picture of psychological development, and it is regrettable that these early findings were prematurely converted into child-rearing precepts.

Broadly speaking, the second focus of psychoanalytic investigation of personality structure was the superego, the unconscious portion of the conscience. It was found that strict upbringing was likely to inculcate an oversevere superego in the child, thus rendering him susceptible to neurotic illness in which self-punitive mechanisms produced suffering through inhibitions and symptoms. The popularizers thus had fresh ammunition for their advice to parents to let the child do as he pleased, without restraint, deprivation, or punishment.

This theory of child rearing, emanating in distorted and premature form from the findings of psychoanalysis, was reinforced by a parallel development in educational circles, deriving chiefly from the Montessori method of education. In the Montessori school, regimentation, order, and a fixed curriculum were avoided; instead, the child was to be encouraged to develop his own individuality through following his own spontaneous interests under the supervision

of the teacher. Sense training was emphasized, and exercises of practical life were developed. The original Montessori method underwent modifications in the later so-called progressive schools, but its principles of freedom for the children and a laissez-faire attitude on the part of the educators are still followed in some quarters. The amusing extreme of this method is epitomized in the now celebrated plaintive query of one of the pupils: "Must we do what we *want* to do today?"

The rise of behaviorism

It was inevitable that this burst of exaggerated emancipation of children during the first quarter of the century should encounter a swing of the pendulum in the other direction. Such a swing occurred in the principles advocated by the school of behaviorism, whose chief interpreter was John B. Watson. His *Psychological Care of Infant and Child*, published in 1928, denounced in no uncertain terms both the psychoanalytic theories and the overindulgent child-rearing principles. He denied the existence of an unconscious, and advocated a strict, regular, routinized rearing by the clock from birth on, with no nonsense about mother love.

He did not mince words in his advice to mothers who had been demonstrating their love for their babies by physical contact. He wrote: "There is a sensible way of treating children. Treat them as though they were young adults. Dress them, bathe them with care and circumspection. Let your behavior always be objective and kindly firm. Never hug and kiss them, never let them sit in your lap. If you must, kiss them once on the forehead when they say good night. Shake hands with them in the morning. Give them a pat on the head if they have made an extraordinarily good job of a difficult task. Try it out. In a week's time you will find how easy it is to be perfectly objective with your child and at the same time kindly. You will be utterly ashamed of the mawkish, sentimental way you have been handling it." As a conclusion to the chapter "The Dangers of Too Much Mother Love," Watson wrote a paragraph likely to frighten a mother away from all possibility of normal maternal affection: "In

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What are good ways with young children?

Increased knowledge of children's needs,
based on research and
understanding, leads to improved ways of meeting them

Ways with children do not change as rapidly in every culture as they do in ours. If you look at primitive people, or even at some highly cultured nations—say the Japanese, or the Chinese or the Malayan—you will find that certain patterns, good or bad, of handling children have come down unchanged from time immemorial.

That is not because these peoples' ways with children are in themselves what they wanted, but because they are a function of the particular immutable social system in which these people live. Therefore, we may assume that, since our ways with children change so much, we ourselves may be going through a rapidly changing social structure.

My own investigation indicates that these changes began during the eighteenth century. I refer to that period of change in social structure in Europe which occurred around the time when our United States was being settled, and perhaps even further back to the time when this continent was discovered. The discovery of this continent was but one symptom of a general uprising that had taken place. The system of the medieval world had broken down. With the opening of the Western world came a fundamental change in the social and economic system. With the beginning of manufacturing on a large scale, children entered the public domain. They were no longer of concern to the family alone.

The spiritual boundaries also burst open.

Nothing was certain any longer; everything became possible. The changes swept along in a tide that culminated in the French Revolution. It is certainly no accident that the first treatise on child education was written by a forerunner of that revolution, Jean Jacques Rousseau.

The interesting changes in ways with children remained sporadic until the real flowering of the industrial age in the nineteenth century. That can be considered a landmark for the new era in which people generally became aware of the fact that education of children does not take place automatically, and that children's problems are quite different from those of adults.

Anyone who has looked at the paintings of earlier days has observed that eighteenth-century children were dressed as if they were small adults. It was only in the middle of the nineteenth century that children's clothes became fundamentally different from those of grown-ups. But up to the end of that period, children were treated, reared, and educated according to the needs of the grownups. The adult wished children to conform to his demands with the least trouble.

It was at the turn of the twentieth century that a figure appeared who caused a great stir in Europe; she was a Scandinavian author by the name of Ellen Key, who was militant for women's rights and the ballot. She was also concerned about the welfare of children, and

her books were printed and distributed in large numbers. Her attitude is best expressed by the best known of them, *The Century of the Child*.

The needs of children

We can distinguish in the history of our own lifetime a series of changing ways with children. In the nineteen twenties came the Watson behavioristic school which introduced the idea that the child is a stimulus-reflex organism—and the less stimulation the better! This attitude coincided with and fitted in with the physicians' recent discovery of asepsis, germs, contagion, and so forth. At that period, therefore, they preferred that the child should be isolated from everything that could give him germs. They were well satisfied when psychologists recommended that mothers should not demonstrate their love toward their children in too obvious a manner.

Another change had already occurred in the twenties. A particularly important contribution to the child-rearing concept was made at this time in the United States by the foundation of the child-guidance movement based on the idea that children had needs of their own, and that their needs should be understood. This movement was, I believe, inspired by the growing inroads that psychoanalysis was making on the understanding of children. Efforts in understanding children, particularly infants, were furthered by the exact principles of research.

At the same time in Europe, three outstanding child research centers originated—Piaget's in Switzerland, Sterne's in Hamburg, and Buehler's in Vienna. Simultaneously in Vienna, the Viennese Psychoanalytic Institute pioneered in infant psychology under the leadership of Anna Freud. The result of all these activities began to be apparent in a general way in the late thirties. Mothers began to hear, to their surprise, that love is necessary to the upbringing of children. The Children's Bureau, which in the late thirties had advised beginning toilet training in the first and second months and completing it in the eighth month of life, began to recommend a more permissive approach to education in general.

There is always a huge lag between the most advanced thinking of the experts and that of

the general public. Fortunately this is being whittled down rapidly through ever developing means of communication. Leaflets sent out by government agencies, postgraduate teaching of physicians, informative conferences, newspapers, radio, television have all contributed. Nevertheless, the knowledge that infants needed love, not only for mental but for physical development, and that love can be communicated to the child during infancy only with the help of physical contact, was not generally accepted for some time.

Research on the subject of children is now vast. It is being conducted over the whole continent. We are accumulating a tremendous mass of knowledge not only of the child's physical development and the optimal conditions for his mental development but also of the factors that influence the child's emotional personality. We have come to recognize emotional development and are forming pioneering programs exclusively in response to the emotional impact of the child's environment.

Freedom and control

A phrase I coined a few years ago describes this best: it is the "emotional climate" in which the child grows up which determines his emotional development. We have come a long way from indifference to the way our children were educated. We have made much progress since the time when we freely projected our own emotional conflicts, guilt feelings, and hostilities into our disciplinary attitude toward children. We are at present in what I would call a permissive period.

I have often asked myself whether it is not *too* permissive a period. Through our lectures, our books, our papers we seem to have created anxiety in parents. These anxieties are frequently expressed in statements of the parents, such as the one I have heard often: "How could I forbid Bobby to bite Mary? That would frustrate his self-expression and hamper his development."

Again today we too easily consider children as if they were adults, although our focus of attention has changed. It is an imposition on the child to demand from him intellectual participation in his rearing. Encouraging him to

become overaggressive causes him to develop anxiety. What kind of balance is it to permit a child to become aggressive, when the mother does not permit herself the least counter-aggression because she is overanxious? Permissiveness cannot be the whole answer.

I believe an appropriate amount of frustration, at the proper age level, not only has its place in child education but is an absolute necessity. I'm using here a word that is disliked. I am using the word "frustration." This word has come to have a punitive, dictatorial, and tyrannical significance; it has come to imply some kind of damage to the child. That is not what I mean. I mean that there are certain gratifications, certain behavior patterns, certain dependencies, certain ways of living which have to be given up at certain stages as the child goes forward in developing from something rather animal-like to something that functions socially like a human being.

We're not trying to educate the child into a grownup who gives way to his drives at every moment of life, who indulges in freedom of self-expression all the time. Controls must be taught to the child. In his own interest he must realize that some things are permitted and others are not.

How to impose these frustrations while building up and maintaining the best possible relationship with the child is a question to which there is no simple answer; it has not been sufficiently investigated. But I can state one general principle: Frustration should be imposed according to the child's progress in development, according to the appropriate age level. The important thing is to impose the necessary restraint when it becomes age-adequate; for if adequate frustration is delayed the child will not know his limitations. He will

advance to an age when it will be more difficult to impose restraints. Then he will fight these restraints with greater violence and greater success, and the consequences will be much more serious. Frustrations imposed before the appropriate age level is reached will defeat themselves.

Our present attitude toward child rearing combines both permissiveness and frustration. We realize that being too permissive now exposes the child to the threats of his own anxieties later on. We realize equally that by being too frustrating we provoke the child into rebellion and hostility. Therefore, what we are trying to find is the middle way, the sensible way. We have learned to observe the developmental stages in the child's physical and mental growth. We have learned to correlate what we can ask of a child with his potentialities and capacities. We have learned that when such a request can be made, it *should* be made, so long as we always combine this request with the attitude of love which is necessary to win the child's cooperation. Frustrations can be imposed, and the child will accept them, if he feels protected by his parents, not otherwise. If parents have established good relations with the child, he will renounce his instinctual gratifications without experiencing this renunciation as a frustration; for his security will derive from his relation with his parents rather than from some impulsively sought satisfaction.

Much of our prejudice against the term "frustration" stems from the fact that when we make a demand on a child we visualize this from the adult point of view. Children desire not only permissiveness and freedom but also direction, which they feel as support. When direction is given, when demands are made by a person whom the child loves, the child enjoys complying—provided the love, the demands, and the permissiveness remain consistent. It is this consistency that gives the child security.

It may sound pedestrian, but what I recommend in child rearing is common sense based on the findings of exact, scientific research and on that deep understanding of children which is the birthright of every mother who gives free rein to her feelings toward her child. Dogmatism has no place in child education.

You will want to read also Dr. Spitz's
Emotional Growth in the First Year
Three First Steps in Growing Up
reprinted from previous issues of **CHILD STUDY**.
Single copies 15¢ each, prepaid, from
Publication Department
Child Study Association
132 East 74th Street, New York 21, N. Y.

The age of the secret garden

The apparent detachment of grade-school
children is a false front that helps them to face
their new life experiences

The age period from six to twelve years may be thought of as a "secret garden" that is now locked and inaccessible to us as adults, not because we have lost the key but because we have thrown it away. Our memories of these years are still available to recall; but on the whole we prefer to remember only a limited aspect of the experiences of the time—the romantic and adventurous fantasies that attempt to conceal and to deny the bitterness and disillusion of the actual psychological events. Of all the ages of childhood, this is the period which has inspired the most remarkable creative writing about the experiences of children, and the least productive scientific study.

As parents, we have the impression that during the elementary-school years our children have less need of us than before. During this period they make far less claim on our interest and love, our attention and responsiveness. More and more they treat us with a display of detachment and aloofness. But behind these attitudes there are carefully controlled currents of resentment and disapproval. A pseudo-independence and a false self-sufficiency become necessary to the child; he cultivates them in order to meet the humiliating, frustrating, depriving, and deflating realities in the new life experiences to which he is now exposed.

The time of entering school is marked by a rather wholesale repression of impulses which is necessary for the regimentation that the child is to meet in his school life. The school group

with which he now spends a large part of his day bears only a remote and certainly a greatly distorted resemblance to the family group. Competition is larger and more insistent. The child experiences a distinct lowering of his feelings of self-importance. There is a more impersonal evaluation of his achievements, and he has to face more widespread and expressed hostility.

As compared with the preschool years, there is marked restriction of motor activity; this restriction is rapidly increased in the early grades. Learning through exploration becomes less possible. There is a shift from the warmer and more loving authority of the parents to that of parent figures who inevitably are much less interested personally in each individual child. Many attitudes, values, and standards of the home, which have been unquestioningly accepted, are now steadily subjected to scrutiny and attack. As new and varied problems and personalities are met, the child is exposed to increased demands on choice and judgment.

The school child has the need to defend his family. Any suggestion that the family or any of its members may be lacking in competence, status, or virtue will be hotly contested. This defensiveness is tied up with the child's own hostile impulses toward his parents. He attacks others who attack them in order to quiet the uneasiness of a conscience which will not tolerate his own resentments toward his parents.

Although these in-between years are emotionally frustrating and constricting, there are also

rich compensations in the opportunities for social and intellectual adventure and accomplishment. The school experience itself offers a large arena for the development of new interests, for intellectual and competitive satisfactions, for absorbing the meaningfulness of group experience and the warmth and support of group acceptance, and for the uncovering and development of special talents. It is also an extremely important period for the emergence and stabilization of attitudes toward other people, toward work, and toward the self.

Attempting to find a pattern of association independent of his family, the school child seeks out the company of his own sex, and begins to experiment with group formations. With each other, the children develop theories of birth, life, and death, and of the mysteries of sex. There is a good deal of mutual body investigation.

The child tends to conceal information about himself from his parents, as if not granting them the right to know. This refusal to accept the parents' interest is more apparent than real. Where the child suspects a real lack of interest, complaints may be bitter and harsh.

The formation of secret clubs is often a thrilling pastime. Sometimes the club itself has no purpose except to practice inclusion and exclusion. All of this activity expresses again a false independence from the parents. It is a playful preparation for the true independence that will come later on.

Development during the school years

As the child gets a little older, however, he begins to be able to achieve real mastery of thoughts and things, proficiency in the use of ideas in his schoolwork, genuine understanding of manners and morals, and skill in doing. The capacity of the child of ten or eleven to perform complicated tasks consistently and creditably is vastly underrated in our society, and too little opportunity is given him for productive work. In our anxiety about preventing the exploitation of the child in the labor market, we are in danger of inhibiting entirely the early and desirable maturation of the self-reliance, self-esteem, and creative satisfaction which come from doing a job well.

Conscience, which is one of the new achievements of this period, does not emerge all of one piece. Its appearance is first heralded by the change in the child's attitude to his parents. With the help of conscience, the child represses both his overcharged love for the parent of the opposite sex and the excessive resentment toward the parent of the same sex. He takes on himself the prohibitive and censoring role of the parents. But he attempts to overcome the ensuing sense of estrangement by conforming as best he can to the requirements imposed upon him by all authorities, at home and at school.

He is awed by authority and by power, fearful of punishment, and anxious to be good. Morality gradually assumes strict forms. Religious interest may be aroused and pursued. Religion may become subservient to the demands of a prim and proper conscience that does not yet have the strength to wreak havoc with the personality but may nevertheless fill the child's life with ruminative reflections on conduct and propriety.

This is the age of the development of the bully; it is the period of cruelty to other children, jibes at the crippled, mocking of the minority-group child, unfeeling condemnation and rejection of any child with an outer mark of difference. Cruelty to animals may accompany great love and devotion for them.

There is, too, the other extreme of worship of power and success, of movie stars and athletes. The hero is also the object of identification, for the child experiences vicariously through his hero all the pleasures of success which he feels are otherwise so heartlessly denied to him.

On the other hand, there are also the games of skill, dependent on rules and sequences that must be strictly followed. It is only gradually that the child can gracefully accept the rules that do not allow him to win. When a clinging to rules predominates over the aggressive and competitive impulses one may suspect that the young school child is anxious and insecure, and constricts his world and his behavior in the interest of safety.

Character is organized around the child's response to four main nuclei of awareness and

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The dilemma of the adolescent

Young people reflect

their parents' anxieties. Mutual respect

can relieve the inescapable tensions of a world in crisis

Ours are times of mass tragedy and world psychosis. Without minimizing the critical nature of this period, we must remind ourselves that most of the ingredients that go into making it critical seem to be quite similar to what man has experienced for generations. Thinking in global terms, the world has been out of joint for centuries and it still remains our task to try to set it right.

This generation of adolescents was born in the midst of the depression. Its childhood was spent in World War II. It emerges into early adulthood in the shadow of further strife.

For many families the depression years were filled with stress and uncertainty. This was during the babyhood of our present adolescents. The infant's normal experience of security was denied to many depression babies, who were exposed, even though not verbally, to their parents' anxieties.

During the war, there was a considerable dislocation of families. Many fathers were away and many mothers were working. There were acute housing problems leading to overcrowding and lack of privacy. During infancy and childhood, therefore, coupled with what they themselves directly experienced, our adolescents were exposed to the strains and stresses of a variety of adult anxieties.

During that time, the young ones learned from adults that the war was against certain countries and that certain other countries were our allies. A few years later, as adolescents, they are having to learn that the situation has changed radically. This telescoping of crises in-

to so short a span of life must understandably produce confusion. However, the distress in older adolescents now is by no means necessarily an indication of neurosis. Rather it may be a sign of their basic health. It is indicative of the freedom to think and to ask questions which our democratic institutions have made possible.

At this point in history, when the older male adolescents are again being asked to give their lives for their country if necessary, they appropriately raise the question, What is this all about? This question is not simply about the problem of war but also about the world in which they will have to take their place.

In the great complexity of this time, we do not have any pat answers. How to be strong without being threatening, how to negotiate for peace and make the necessary compromises without being weak—such problems have no easy solutions. But there is a tendency on the part of adults to react with a quite inappropriate anxiety when they cannot answer the question. This seems to be because adults feel that they should have the answers, that they should be infallible. They cannot recognize and accept their own humanity and fallibility.

This anxiety of the adults around him constitutes one of the very special problems of the adolescent in our times. Such anxiety is too uncomfortable to be borne for any length of time. Adults avoid it by becoming apathetic or by overdramatization. Then the problem is not directly faced. The apathetic response of many adults today is disconcerting to the adolescent. It is misinterpreted as not caring, whereas in

fact it is often an expression of having more anxiety than can be tolerated.

In pointing out this particular immediate problem in interaction between adults and adolescents, I am indicating the more fundamental problem of the relatedness between the adult group and the adolescent group. In this intricate set of interrelationships is a pattern very much like the general pattern of prejudice. One might call it a sort of age prejudice, although many other factors are involved besides age. The adult group has the economic and legal power, although many parents nowadays do not feel powerful and are actually intimidated by their adolescent children. The adolescent group, banded together in a subculture of its own, has its own anxieties and insecurities. Even though it never works, derogation is the common way whereby an insecure person or group tries to raise itself out of insecurity. So between the adult and the adolescent there is a certain amount of derogation, with the mutual complaint, "They don't respect us."

Confusion leads to anxiety

Adults are made anxious by the adolescent in a number of ways. The effervescence and physical vitality of the young person are reminders of lost youth and approaching middle age. In addition, anxiety is aroused in the adult group by the challenge to parental authority. Today's parents have been so confused by divergent and changing theories of child rearing that they are not too clear about what to do. They therefore lack the firmness and the strength that certainly the young adolescent still needs. It is my feeling that a number of young people get themselves into a variety of difficulties not necessarily as an expression of rebellion, but as an unconscious way of communicating to adults a continuing need for clarity and for guidance.

Many of today's adolescents were brought up in the framework of a more rigid schedule, and have younger brothers or sisters who were trained leniently. Not only did the parents feel easier about raising the second or third child, but the pattern of child care had been altered. This again confuses the adolescent, as it has his parents. It also adds weight to the adolescent's

perennial complaint that the younger ones in the family get away with far more than he himself ever could.

As an illustration of divergent views in child rearing, there is a difference of opinion regarding putting pressure on a child for a certain measure of achievement. On the one hand, it is thought that if you press the child too hard, he will become discouraged and will develop feelings of inferiority at not living up to expectations. But on the other hand, it is considered that if you do not press the child hard enough, he will feel that you regard him as incapable and not worth having anything expected of him. And there are certainly many, many other examples of the varying differences of opinion. The anxieties in the adolescent group are a reflection of the confusion on the part of the adults.

In our culture there is also a particular problem for the school group of adolescents. Theirs is a somewhat ill-defined status. As long as they are in school, not under foot, things are fairly clear, but outside of the classroom the status is indefinite. Adolescents have been likened to stateless persons. Someone said, "You cannot afford to be a child and you're not allowed to be an adult."

Gradual preparation for adulthood is lacking. Obedience and dependency are often expected until the day of graduation from high school or even from college, at which time one is expected to be a self-sufficient, wage-earning person. But in the group that goes to work are young people who have been precipitated too rapidly into adult life. Without gradual initiation into adult ways, many young people experience anxiety at the prospect of change, of the shift into the unfamiliar. Some high-school students and some even in college wish not to have to graduate. There is often a tendency to cling to childish patterns and to vacillate between extraordinary expressions of maturity and infantile behavior.

Some of this shifting back and forth is an expression of a valid attempt to test the unknown, followed by a returning to the reassurance of the childhood pattern. The course would be smoother, however, if our culture

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By Barbara Biber

Our changing schools

Learning is a major factor in the total growth of
the child. Does education today
foster healthy personality development?

We are accustomed to the idea that schools reflect cultural change, but we need perhaps to keep more in mind the fact that schools also mold the society in which they exist. Therefore they represent a vast potential for altering the way of life for all members of a culture.

To recognize the important ways in which our schools today are changing, it is only necessary to take note of the highly charged and growing controversy about school questions. Educational procedures and problems seem to be suddenly in the spotlight. Note the space given to them in popular magazines, the development of citizens' groups for the improvement of schools, the expressed opinions of religious organizations as to what is happening and what should or should not happen in our schools.

Recall, too, the exciting Thursday at the Midcentury White House Conference on Children and Youth when final recommendations were being voted on. The three issues that were fought over with great feeling and emotion were school issues. One was about nursery-school education. The second was about federal aid, how it should be given, on a state or national plan, and whether auxiliary service should not be attached to a federal program. It was a real battle, with true believers on both sides of the argument. The third issue was the question of whether the spiritual development of our children could and should be part of our

system of public education or whether spiritual development was to be understood as synonymous with religious training and therefore relegated to religious education outside the public school. The recommendation finally passed reasserted the concept that spiritual values are the rightful heritage of all children and the basis of democratic living. They belong to and are the responsibility of the school that serves our society totally. For the best development of democratic citizens, spiritual values should be learned, interpreted, and lived with in the public school in ways that do not separate children into subgroups along religious lines.

Educators have long assumed that learning is not to be separated from the total growth process of the child. Learning includes ways of living with people, ways of functioning productively and satisfactorily, ways of believing. When I say "ways of believing," I mean ways of integrating personal actions and satisfactions so that life has positive social as well as personal meaning, so that it has vision toward the future as well as perception in the present. If that is what learning is, then obviously the family, the school, and all other institutions that affect children have important functions and purposes in common.

I don't mean that the school should do what the family does, or the family what the school does. But parents and teachers share a function

in bringing up the child to be a unified human being. There is need for the family and the school to have a common base of theory and consonant ideals so that their differing functions will complement rather than interfere with each other.

What constitutes healthy personality?

Recently there have been three formulations of what constitutes healthy personality to which I should like to refer briefly as a way of getting at the heart of this question of how learning is a part of total growth. This concerns all of us, parents and teachers alike. What kind of people do we hope our children will be? What kind of people are we trying to educate?

One point of view comes from a recent article by Lawrence K. Frank on "Working Toward Healthy Personality." Here Mr. Frank has emphasized the basic necessity of giving the child a positive self-image—a deep feeling that he is good, that he has potential powers for creative and happy living. It is essential to give the child self-confidence and faith in human nature through having faith in himself.

There are a great many practices and concepts that operate against this seemingly simple goal. One is the traditional belief that human nature is basically evil, and that the primary function of education is to exorcise the negative impulses and find ways to lead the child to positive functions in adult life. No matter where it stems from, the concept that human nature is basically evil is likely to lead to practices that involve fear of pain and threats of punishment as techniques for bringing up a socialized human being. When this happens, we are likely to create in a child a lifelong sense of guilt, a defeatist attitude about the world, and an unhappy and unsatisfactory attitude about himself as a person.

In place of this concept we need to establish the point of view that each child is born with great potentialities for positive living. Not that he will inevitably become a positive, socially functioning organism, but that human nature has potentialities that can be shaped for good or evil according to the nature of experience and education.

Another point comes from Erik H. Erikson's

"The Making of a Healthy Personality." For each stage of development in the course of a child's growth there is a characteristic problem that the child has to work out and a life challenge that he has to resolve. Important from the educators' and the parents' point of view is the idea that *how* the child works out those life problems determines his style of life, his attitudes toward himself and others.

For example, living with children in a way that yields a basic sense of trust is a wonderfully satisfying experience for parents. Being trusted is, perhaps, even more delicious than to trust. It is not accomplished through verbal slinging of sophisticated terms. With little children it usually involves doing all the practical, hard, tiring, and sometimes slightly revolting jobs parents have to do. (I use that term "revolting" as a concession to the negative attitude toward some of the facts of infancy with which we parents are imbued by the way we were treated as infants.)

Well, there is the sense of trust which can come out of infancy, if the infant has really been taken care of intimately and lovingly. For another example, there is the sense of industry or accomplishment which can result from a child's school years. A great possession for children is a sense of delight and confidence in what they can do in the world around them. A sense of accomplishment will come out of the child's school years and school experience, if he is not continually thwarted by high standards that do not take his capacities into account, or by strongly competitive experiences imposed by adults and borrowed from society at large with attendant chronic frustrations.

Another formulation in the field of personality development which seems important to school people is Marie Jahoda's formulation. She emphasizes that along with other criteria, mental health includes active adjustment to the environment, or attempts at mastering the environment as distinct from ability to adjust to it and as distinct from passive acceptance of any kind of environmental conditions.

To become adults able to make active adjustments—the key goal of every good school for its children—children need practice during their formative years. They need a school life in

which they do not have to live in completely passive acceptance.

How does personal fulfillment of this kind relate to social responsibility? Socialization, the ability to feel for other people and to identify with the problems of others, grows out of and with the individual's relationship to himself. It is part of the slowly developing image of the self. It consists of attitudes that begin with a developing sense of trust and that mature and elaborate through all important life experiences at home and at school. For his own sake, and for the sake of everyone who becomes part of his life, each stage of a child's life ought to yield basic gains in self-value, self-acceptance, and self-esteem.

The school and the healthy personality

What school experiences are the carriers of these emerging qualities? Are schools changing in such ways that they mark progress in the direction of this kind of personality development? Let us look quickly at what happens to children in a school aware of changes that are likely to fulfill these basic needs. Think of the preschool child's need for dependence, for an adult to rely upon. Can a child drop that need promptly and smoothly on the day he enters school, as though he had crossed a one-way bridge? The answer is no. The child shifts from stage to stage, and the shift should be eased over. A child coming into the school should find there something that resembles without duplicating the peace, security, and contentment of home. Do we find in our schools any effort to supply that needed transition so that the child does not have to adjust too suddenly?

I would like to note a few examples that are only small concrete evidence of changing attitudes toward the youngest pupils. Children drink milk in school. Food happens in schools today. That is an important change. Teachers give parties that look like parties and may even include ice cream. Eating is an important way for children to be relieved of fears and tensions. Children cry a little more in school today, not because they are more unhappy but because there is freedom to be sad. There is a feeling on the part of adults that it is better to cry it out than to feel that crying in school is a

major disgrace. This represents an easing of the atmosphere in the school as a whole. There are schools where a child who finds it hard to break away from home can have his mother stay with him a little while.

For children to be well educated, they should first be thoroughly accepted. In school, this means acceptance of differences in race, in temperament, in capacity. What school practices indicate that this ideal is being upheld?

First, there is a different type of teaching: more variation in curriculum, more dividing into small groups working according to their separate interests and different levels of understanding. There are fewer invidious comparisons of the children by the teacher. The teacher hesitates before she humiliates children—and if she does humiliate them, she has more twinges of conscience. Even if the teacher cannot live up to certain goals and standards, the fact that she sets those goals is a sign of social progress. There is not such an obvious system of special "pets" as there used to be. There is more teaching in terms of fairness. A teacher does not allow herself to tell an unwashed child that he has to go home because dirty people are disgusting. Excommunication of all kinds is, at least, less frequent. There are more schoolrooms where a child, instead of feeling ashamed that a foreign language is spoken in his home, is encouraged to bring in special words or songs in his parents' native tongue. This helps him to feel accepted, not only as an individual but as a member of a family and of a particular group.

We can make the school a warm, relaxed, human place to come to. It is heartening to observe and believe that gradually this seems to be happening. Even visually: it is more likely now than it once would have been to find in the front hall a child-painted mural of buffaloes between the austere pictures of Washington and Lincoln. Perhaps even the principal does not think that a sacrilegious way to decorate a school wall.

Another important change: we now offer to the child what he needs for the expression of impulses and ideas, rather than pouring into him a predigested adult account of what is meaningful in the world around him.

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By Ethel J. Alpenfels

Freedom is responsibility

An anthropologist explains how attitudes
can be changed to put
our knowledge of people to most effective use

Facts alone will not change attitudes. This we have learned in the last ten years from schools and communities. For too long we have taught that knowledge is power. We know that knowledge is the power to create, but it is also the power to destroy.

Living with different cultures

Scientists must teach the facts about the people of the world but they must do more than that; they must also teach the moral implications of their facts. They must point out the biological sameness of mankind, and the differences among men which are due to their cultures. Whether a person is born in Fiji or in Manhattan, in a tribal group or in a great democracy, he is nursed by his mother or a mother substitute, he is taught ways of living according to the culture in which he is born. Nations that have built great civilizations live on the crossroads of various cultures, and have borrowed and exchanged ideas.

Customs can be changed. Significant for us today in the home and in the school are the many subcultures in the United States. The 1950 Census shows that there are over thirty-three million first- and second-generation Americans. Too many children live between two worlds. They live between the Old World pat-

tern of their parents and the New World pattern. If we are going to make real gains today, we must find ways to bridge this gap and teach children to be proud of their background.

Two billion people live on this globe upon which man has conquered distance and pried from Nature the secret of almost incredible power. We live in the Atomic Age, but in our science of human relations we have not yet learned to put two and two together to get four. If we are going to live in peace and understanding, then all thoughtful and intelligent people must do everything in their power to match our knowledge of the social sciences with that of the physical sciences; only then can our social controls begin to match our mechanical skills. This means that we must recognize and utilize the teachable moments of young people. In his book entitled *Teachable Moments*, Jay Nash pointed out that there are two conditions under which a child "is in a position to learn effectively and rapidly": when he exhibits curiosity, and when he feels that differences make him conspicuous. We must use these moments to give children understanding of themselves, for only as they get this understanding will there be freedom from fear; and only then will there be freedom from prejudice.

The real problem for parents is understanding in terms of the different life experiences which they as parents are facing with their children. It is important that they should not read their own fears and their own guilt feelings into their children's actions.

Respect for fellow men

And last, briefly, we must teach children at home and in school to love their fellow men. To do this we have to help them to self-esteem, for only as children learn to respect themselves can they ever learn to respect others. Those who hate and fear others are shouting loudly how much they really hate and fear themselves.

Three years ago Lillian Smith said on the

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Social agencies and social change

Shifts, changes, deviations, or phases in the methods and practices related to parent-child relationships could never have taken place if (1) there were not expressed and very real feelings of need for something different, and (2) parents, teachers, social workers, and others did not think there was some element of wisdom, logic, and acceptance in them.

Purely experimental extremes in any one of these phases are rarely applied in full or for a very long time either in the home, in the school, or in any other institution. As parents or as professional persons, it is logical to introduce or apply the new with considerable caution. Often, therefore, we are not as guilty of extremes as we may imagine ourselves to be. Sound experiment is not a great and unnecessary risk. It is through experiment that we advance.

Social work has been concerned with humanity. Until recently it has been more aware of total social welfare than most of the older professions. The older professions have also been concerned with the individual, but until recently they have given little attention to the relation of the individual to society as a whole.

The fact that social work has been aware of the individual case, inclusive of the total welfare of the individual, may have been implicit in its use of the word "social." Since its inception, this profession has both borrowed from and contributed to other professions. It has been a bit unique in its sense of dual obligation to both society and the individual.

Psychiatry and social work seem to have effectively embraced each other. The swings in psychiatry have consequently been reflected strongly in social-work practices. For example, up to the middle thirties or thereabout, social casework was strongly influenced by psychoanalytic theory.

It was in the thirties also that social casework moved rapidly from the salvaging method and point of view to a method that looked much more to the use of remaining potentials

When we make full use of our experience
and maturity, we help children
to find their own maturity and self-assurance

within the individual or the family setting. Ever more forcefully since then, social service agencies have directed their efforts to supplementing, rather than to substituting for family relationships. Along with this have come changes in method as well as in knowledge.

This transition has been so rapid that most communities today have been left with a vacuum in their pattern of total community social service. I refer to those individuals or families who need and must have some initial outgoing supportive help before they may be expected to realize their own potentialities.

We must have development of casework and similar services in our public setting. It must be encouraged and developed if society is to move ahead. It seems to me that limitation of facilities, or limited availability of these facilities, to certain economic strata is neither democratic nor to the best interest of a democratic society.

Social work and parents

In social work, we have learned much. We have strong convictions about the human being's ability to adjust to change. This applies to the adult, but it applies especially to the child. The child is amenable to methods and

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By Oren Root

Mental health today

We have the knowledge and the facilities for improving mental health, but they need to be put to work

Mental health is the neglected hinterland of all health problems confronting our country. You don't have to be an expert to see the tremendous needs in the field of mental health. You don't have to be an expert to realize that the efforts to meet these needs are wholly inadequate. You don't have to be an expert to realize that even the public awareness of the needs and of the necessity of doing something to meet them is gravely deficient. Yet shockingly enough, these deficiencies are in the area of utmost importance to all of us as citizens of this country and of the world, and as human beings.

In this great area we spend only two cents in research for every \$1.30 we spend on medical research. The United States Government spends \$3,000,000 a year on mental health research. When we consider the dozens of industrial concerns that spend many times that for research on the products they are developing, how shocking it is that the aggregate budgets of all state and local mental health societies in which we are interested come to only \$450,000 a year. Yet the people of the United States spend on tobacco alone over \$4,000,000,000 a year—\$4,000,000,000 for tobacco, and \$450,000 for mental health societies.

Almost 50 per cent more money is spent by the people of the United States on liquor than

is spent on all primary and secondary education: \$8,000,000,000 on liquor, and \$6,000,000,000 on elementary and secondary education. It is not that we lack money. We spend it in accordance with what we consider to be the proper order of priority. Education takes a secondary priority when we spend our money.

The twentieth century differs from previous centuries in many ways. One of the most salient ways is that until now there have been physical limitations upon the accomplishment of what might be regarded as a perfect life. In all other centuries, no matter how much any group of men and women might have wished to do certain things, they didn't have the production and distribution facilities to solve completely the problem of hunger. There had to be a time of famine and a time of plenty, areas of famine and areas of plenty, simply because people didn't have the scientific knowledge and the mechanical means of communication with which to solve these problems. Today, for the first time, we can produce and can distribute enough to make a perfect world. There is in the United States no excuse for poverty of any kind.

The question is: not have we the know-how, but have we the disposition to apply our objective knowledge. Will we make use of our knowledge and facilities for the improvement of health and education?



Parents' questions

These questions are selected and discussed

by the Child Study Association

staff, and the answers written by its various members

When should I begin to toilet train my fourteen-month-old Danny? Since I am expecting another baby in four months, wouldn't it be better to wait until after Danny has adjusted to the new arrival?

MRS. L.I.H.

There is no specific answer to your question, because there is no set time for toilet training. It depends on many factors—some in Danny, some in his environment. Most important is your own intuition about your child's readiness for training. So much has been written about the danger of too early toilet training that many mothers now tend to put it off too long, or to omit it entirely, hoping Junior will train himself.

The exact timing isn't important, but usually it is wise to begin somewhere between twelve and eighteen months, depending on the child's interest and ability to cooperate, and on the length of time he stays dry. What is important is that toilet training be kept on as casual and friendly a level as possible.

There may be advantages in beginning toilet training now, if you only explain the use of the toilet seat or potty chair to Danny. (Even if he is not yet talking, he may understand more than you realize.) If he appears cooperative and interested, you might try putting him on it at suitable intervals. Since the way you feel about toilet training is important, you might find it easier to handle this before rather than after the baby is born, but this too is an individual matter.

It is quite possible that Danny will not be really trained before the arrival of the new baby; but if he is, don't be surprised if he should start wetting again. This does not mean your efforts have been wasted. If you understand that his wetting may mean that he wants to be babied too, you need not therefore give up his toilet training. Just be sure not to scold or be angry when he wets.

When he does use the toilet, you can strengthen his wish to grow up by your praise of "my wonderful big Danny"; and by explaining that little babies wet their diapers, but big boys wear panties and use the toilet seat.

This attitude can help rather than hinder Danny's adjustment to the new baby. If he is encouraged too much to seek his satisfactions on the baby level, he is bound to fail in competition with the infant. He will feel more secure as he discovers his unique place as the more mature, more advanced older brother whose accomplishments are appropriate to his own age level. Understand—and indulge—his need to be babied at times, but also encourage his wish to grow up.

Just what is it fair to expect of a six-year-old? For quite a while I have felt that my son is out of hand and that it may be time to get tougher with him. Yet I find I'm by no means certain of how to control him without making him feel frustrated. Should he be allowed to occupy the center of the stage and

hold forth interminably when grownups are around? Should his bad table manners go uncorrected? Should he or his parents decide what he should wear outdoors in cold weather? I mention only a few of the matters that puzzle me daily.

MRS. B.D.L.

There's been a lot of misunderstanding about the dangers of "frustration." It's true that denying fundamental human needs at crucial moments or over long periods of time is likely to be damaging. Young babies, it has been found, develop best when they are fully gratified and given what they want when they want it in the way of food, warmth, human contact, and comforting. Yet even a two- or three-month-old baby can begin to wait a few minutes for his satisfactions, and a two-year-old must necessarily be denied many momentary whims in his daily life. This does no harm provided the deeper needs for love and understanding are met.

As a general rule, the child who knows he can depend on his parents for these fundamentals is also the child who learns without much difficulty to get along without having every wish gratified. But he needs help from his parents, and this help can be effective only when the parents have the courage of their convictions and have managed to retain their common sense. This means having a working knowledge of what it takes to make life agreeable for both grownups and children who live together. It means sensing how to manage day-to-day living in ways that will in the long run make a child most at peace with the world and with himself. It means recognizing that, despite some initial kicking and griping, a child is really grateful to have many issues settled by his parents speedily and without those eternal arguments that masquerade as "reasoning."

But, as is always the case, it isn't the negative but the positive measures that count. If you decide to call a halt on bad manners or other kinds of behavior which leave you and your child thoroughly out of temper, be sure also that your child's legitimate needs really are provided for. At six, this means a constantly expanding world, play with other children, contacts with other homes, excursions into

other neighborhoods, new facts and new skills of many varieties. It includes, too, the beginnings of belonging to a "gang," learning their ways and being accepted by them. All this venturing forth can take place only when a child feels that he has a firm home base—two parents who care and who are actively interested in his life.

A great deal of the less bearable behavior of six- to ten-year-olds arises from the fact that parents fail them in two ways. First, parents often lack the courage to impose the controls which children themselves crave and which may actually be liberating, not frustrating. Second, parents easily fall into the habit of nagging, criticizing, and arguing instead of acting, so that the child gets the feeling that nothing he does is ever right, that his parents have no pleasure in him, and that if they told the truth they would prefer an entirely different kind of child. Such a feeling is far more "frustrating" than being made to wear a sweater in zero weather or being insistently reminded to be considerate of others.

Parents who are actively interested in the friends, collections, athletic heroes, radio or TV programs, corny jokes, and other absorbing concerns of the school-age child, who not only tolerate them but enjoy them *with* the child, will presently discover that occasions for the so-called frustrations of discipline become increasingly fewer and that when they do occur children will accept them as fair enough, as part of that just and orderly world which is so essential for their feeling of security.

My seven-year-old daughter isn't keeping up with her class in reading, though she is one of the brightest in the group. The teacher has talked to me about it. I know that children shouldn't be pushed too early and so I haven't done anything about Ann's reading at home. I had always thought she would pick it up at her own time, but now I'm wondering whether there isn't something I should do. MRS. H.W.

You're right in thinking that all children aren't ready to read at the same moment, and also in feeling that it is not wise to force them.

On the whole, schools are taking a more sensible attitude toward this part of learning, knowing that it proceeds much more soundly when it is well-timed and when children can get satisfaction from a new skill at which they can succeed.

On the other hand, specialists in child development are finding that, just as one can teach reading too soon, one can also wait too long. When children are six or seven, they're eager to find out about all manner of things in the world around them; and reading is one important way to find out. When this skill is delayed too long, children feel cut off from something other children have. In waiting for just the right moment, we may sometimes fail to give them the help they need.

It would be impossible to judge just what your child's lack of reading means for her without knowing much more. Perhaps she is just a little slower to pick this up—as many children are—and will catch up with her group shortly. But if she continues to have difficulty, especially in a class where others are reading, you may want to look into the matter further. (We assume, of course, that Ann has no trouble with her vision or any other physical problem.) Perhaps she already has some feeling about herself and reading which makes her feel unsure and interferes with her learning easily. Since her teacher has raised the question, it might be wise, if Ann's reading does not improve, to take her to the guidance clinic in the school, if there is one, or to some other agency that can judge her reading readiness in the light of her general development and personality make-up.

Can you tell me how to handle this summer problem with my twelve-year-old daughter? Mary's gone to camp every summer since she was seven, and always loved it. Suddenly she says she hates camp and doesn't want to go. I feel that the group experience at camp is good for her, and that she shouldn't just hang around home aimlessly when school is closed. My husband and I usually take a few weeks' vacation at some resort hotel, but that doesn't seem to me to offer anything promising for a girl of

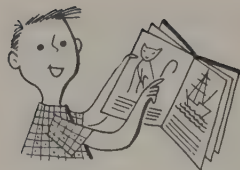
twelve either. Do you think I should insist on her going to camp? MRS. W.R.V.

It isn't unusual for a girl your daughter's age to want new and different experiences. When Mary is a bit older, she may want to go to camp again as a junior counsellor; but right now she probably wants a vacation from routine and from large groups—and besides, she may want to try something new. It might not be a bad idea for her to stay around home, especially if some of her friends will be home too. In that case, investigate with her the recreational possibilities of your town or your neighborhood. There may be groups she could join for swimming or other activities—not necessarily every day. There may be some community projects in which she could take part. She may even be glad, after a month or so of freedom from routines, to go to a YW or Girl Scout or other such camp for a few weeks, while you are away on your vacation.

However, if you still think it is important for Mary to be away for the whole summer, you might suggest different types of camping from those she has had. Perhaps a coeducational camp would attract her now, or one that emphasizes certain activities, such as work projects or one of the arts in which she may be interested. Or she might want to join a group going on a trip. It's probably a healthy sign that Mary's eager for something different now, and ready to widen her range of experiences.

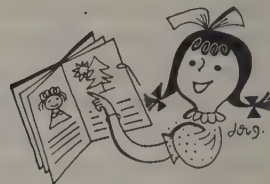
Minority-group children

Celebrating its fifth anniversary, the Northside Center for Child Development held an all-day conference at its headquarters on April 20. With its theme "Personal Adjustment of Minority-Group Children: A Program for the Future," the conference was planned as a follow-up of the Midcentury White House Conference Fact Finding Report on the effects of prejudice and discrimination on the personality development of children. Aline B. Auerbach, coordinator of Leadership Training, Child Study Association, was chairman of the work group that discussed the role of the home; Frances Ullmann, executive editor of *CHILD STUDY*, served as its recorder. Copies of the findings and recommendations of this conference are available from the Northside Center for Child Development, 31 West 110 Street, New York 26, N. Y.



Summer fun in children's books

Boys and girls can find many
challenging and rewarding activities in
spring and summer reading



Books for spring and summer should be part of the things children and young people do and dream of doing; they should fill present needs and beckon along paths to other activities. Here is a selection of new titles for many moods and interests.

A sense of wonder is a natural starting point, and *All Around You*, written and illustrated by Jeanne Bendick (Whittlesey House), provides clear, simple answers that are just enough to satisfy youngsters' questions about the physical world. In *Outdoor Adventures*, by Hal H. Harrison (Vanguard), two village children learn nature lore from the first stirrings of spring on through the developing seasons. In the book's sensitive telling is a passionate plea for conservation of wild life; and the same message is in Dorothy P. Lathrop's beautifully illustrated *Let Them Live* (Macmillan).

A note of humor is introduced in *The Wild Little Honker*, by Dorothy Childs Hogner, illustrated by Nils Hogner (Oxford), the story of an independent Canada goose who deserted her native Bronx River Parkway to seek a mate in the frozen tundras of the north. *Hop, Skip, and Fly*, by Irmengarde Eberle (Holiday), presents in story form the life cycle of small creatures. In *Every Child's Book of Animal Wonders*, by J. Bently Aistrop (Roy), a British naturalist examines the animal world with his young reader in an engagingly intimate manner. *The Great Whales*, by Herbert S. Zim, illustrated by James Gordon Irving

(Morrow), is exciting, easy reading that will lead with fresh interest to the home aquarium. *The Living Tide*, by N. J. Berrill (Dodd, Mead), uses superb photographs and distinguished prose to present a fascinating close-up of the teeming life of the sea.

Easy to carry on walks are three handbooks: *The First Book of Trees*, by M. B. Cormack, illustrated by Helene Carter (Watts), is packed with information and fine pictures; *State Birds and Flowers*, by Olive L. Earle (Morrow), describes and identifies the chosen bird and flower of each state; *Insects*, by Herbert S. Zim and Clarence Cottam (Simon & Schuster), is a superb handbook, colorful, complete, and just the right pocket-size for the nature ramble.

For those who may spend the summer on a farm, *Summerfield Farm*, by Mary Martin Black, illustrated by Wesley Dennis (Viking), is a collection of warm and humorous stories about a farm's animal and human personalities. Drawn from family memories, the book gives a sense of roots and continuity. Another kind of farm is the *Farm on Fifth Avenue*, by Elisabeth Naramore (Pantheon), a distinguished picture book of ceramic reproductions of wild and barnyard animals and farm folk, from the Metropolitan Museum of Art. Animal sculptures such as these can carry suggestions to children for modeling their own pets in clay.

For campers, there is much source material. *The Story of the Totem Pole*, by Ruth Brindze, illustrated by Yeffe Kimball (Vanguard), and

The Apache Indians, by Sonia Bleeker, illustrated by Althea Karr (Morrow), are available for the campfire program. For camp and home workshop, *Creative Carpentry*, by Constance Homer Crocker (Houghton Mifflin), offers, in clear working format, practical suggestions for sensible projects. *Let's Go Camping*, by Harry Zarchy (Knopf), is a complete manual for free-lance camping. *Skipper Sandra*, by Dorothy Horton McGee (Dodd, Mead), in its guise of a mystery story, gives an exciting, accurate description of junior sailing races. *How to Play Big League Baseball*, edited by Malcolm Child (Harcourt, Brace), is a very good new "how to" book for ten-year-olds and their older brothers. For those older members of the family, the teen-agers, *Bikeways*, by Godfrey Frankel (Sterling), offers many suggestions for independent adventure.

The young scientist, for whom vacation time is opportunity for further investigation, will welcome the new *Atoms at Work*, by George P. Bischof, illustrated by Jere Donovan (Harcourt, Brace). *Worlds in the Sky*, by Carol Lane Fenton and Mildred Adams Fenton (John Day), meets the same needs for the young stargazer. *Introducing the Universe*, by James C. Hickey (Dodd, Mead), does just what it promises for the young person of twelve and over. *Weathercraft*, by Athelstan F. Spilhaus (Viking), uses photographs and maps to illuminate straightforward information and instruction for the building of a weather station.

Games for Boys and Girls, by E. O. Harbin, illustrated by Karl J. Marr (Abingdon-Cokesbury) is representative of many activity books not listed here. They are accurately aged and are good for family trips and camp rest hours.

On rainy days, at home or away, hearthrug travel becomes an important activity. *Let's Read About India*, by T. A. Raman, and *Let's Read About Australia*, by L. and K. Harris (Fidelier), are large, flat books with many illustrations, ideal for this purpose—to turn the pages, to read or not as one pleases.

The very freedom to choose is the essence of summer fulfillment.

NORA KRAMER

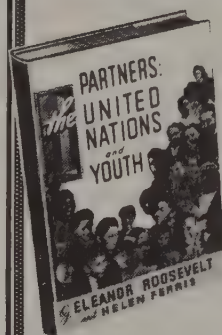
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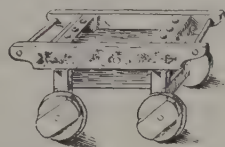
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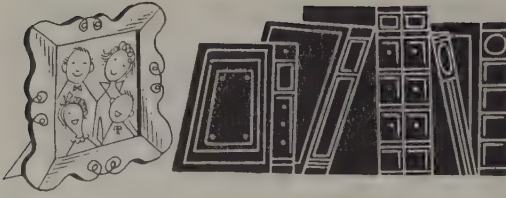
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Book reviews

Understanding Natural Childbirth.

By Herbert Thoms, M.D., in collaboration with Laurence G. Roth, M.D. Picture story by David Linton.

New York: McGraw-Hill, 1950. 112 pp. \$3.50.

Natural Childbirth: A Manual for Expectant Parents.

By Frederick W. Goodrich, Jr., M.D.

New York: Prentice-Hall, 1950. 176 pp. \$2.95.

Training for Childbirth: A Program of Natural Childbirth with Rooming-In.

By Herbert Thoms, M.D.

New York: McGraw-Hill, 1950. 114 pp. \$3.00.

The Birth of a Child: Obstetric Procedure in Normal Childbirth for Those Who Attend Women in Labor.

By Grantly Dick Read, M.D.

New York: Vanguard Press, 1950. 114 pp. \$1.50.

The rapid growth of interest among expectant parents in "natural childbirth" is an exciting phenomenon to those who are deeply concerned with the great importance of early parent-child relationships, as well as with better maternity care. It must also be somewhat surprising to a large number of skillful and kindly obstetricians who already have assumed, as an important part of their duties, the reassurance of patients as to the safety of labor, and the availability of anesthetics during the most crucial time. Like their patients, many of these doctors have had no suspicion that the experience of bearing a child might be one of the most satisfying that life can offer, rather than a frightening ordeal.

To some extent, in this country at least, this expression of interest seems to be a grass-roots movement. Some obstetricians enthusiastically welcomed the British doctor Grantly Dick Read's findings, as reported in his *Childbirth Without Fear* in 1944 (Harpers). A few clinics have used natural-childbirth techniques. But much of the impetus has come from expectant mothers who, learning about the new idea from friends or from articles in popular magazines, have asked their physicians to make facilities available to them. During the past year several books have been published which explain the general nature of the program; they give detailed

instructions for utilizing and teaching the various techniques and exercises found to be indispensable to the successful practice of natural childbirth.

In reading and comparing these books, one is struck by the wealth of meaning that bearing a baby under these conditions has for father and child as well as for mother. Dr. Read's central thesis—that labor pains are due to fear and tension, and can be greatly *alleviated* (nowhere does he claim that they can be *eliminated*) by education for relaxing—is seen to have far-reaching implications. For with this release from fear, the mother is free to experience the wonder of *consciously* bearing her baby. This, in turn, tremendously enhances the significance of the early, close contact between mother and child. The father, too, comes into his own as an active member of the team engaged in bringing a new human being into the world, and his otherwise sometimes dim awareness of the importance of fatherhood is thus nurtured. Indeed, the long preparation during the pregnancy period, while teaching the mother how best to use her muscles and nervous system for the coming labor, also does much to help both parents to understand and accept their new responsibilities.

Two of the recent books are specifically for expectant parents. *Understanding Natural Childbirth*, by Dr. Herbert Thoms in collaboration with Dr. Laurence G. Roth, appeared at almost the same time as *Natural Childbirth: A Manual for Expectant Parents*, by Dr. Frederick W. Goodrich, Jr., their colleague in the work done on this program at Yale Medical School. Since the approach, the appearance, and to some extent the purposes of these two books are quite different, they complement rather than rival each other. Both are written with deep understanding of the needs of the pregnant woman—for an explanation of what is happening to her, for reassurance and encouragement, and for the promise of a deeply satisfying experience.

Understanding Natural Childbirth is a fine example of the publisher's art. Its creamy pages, with clear print and wide margins, are easy to read. The photographs by David Linton, showing actual experiences of a patient, her husband, and the new baby, make the story vivid. After reading the text and studying the pictures, the young parents-to-be should have a good background of knowledge on which to base their decision as to whether they want "natural" rather than "conventional" childbirth.

Though not as attractive in appearance, Dr. Goodrich's *Natural Childbirth* is more detailed. It is intended as a handbook for constant use. In a pleasant narrative style, it begins by contrasting the stories of two expectant mothers. Mary had an ordinary, "normal" pregnancy and labor which followed the usual course. When she woke up in the hospital, to be told she had a "beautiful seven pound, three ounce son," she could feel nothing but

relief that it was all over. Joan, on the other hand, was more fortunate. She read in her daily paper about the class for expectant mothers, joined it, and was able to interest her physician in the natural-childbirth approach. When the time for her delivery came, she had the never-to-be-forgotten experience of consciously helping to bring her baby into the world. With this introduction to the meaning of the new method, Dr. Goodrich goes on to give instructions for putting it into practice.

In *Training for Childbirth: A Program of Natural Childbirth with Rooming-In*, which describes the procedures used at Grace-New Haven Community Hospital, Dr. Thoms makes a fine contribution in his discussion of the rooming-in system, the advantages of which are coming to be more generally appreciated as experience proves their worth for both the infant and the mother. The body of the book is devoted to an explanation of the management of pregnancy and labor, always emphasizing the necessity for understanding the psychology of the pregnant mother. It should be of the greatest value to physicians and nurses. Dr. Thoms deplors the use of the term "natural childbirth," saying that it "is unfortunate because it implies that painless labor occurs in primitive tribes and ancient cultures"; this widely held belief is not borne out by anthropological research. He points out that natural childbirth is rarely entirely painless, and stresses that anesthetics are not withheld when needed.

Indeed, all three of these books show an awareness of a danger that has troubled some observers: i.e., that demonstrating her ability to do without anesthetics, thus proving her "superiority," may become the paramount goal for some women. In the books for parents, it is shown that, as a matter of course, the mother will accept, and even ask for, relief for her pain if she needs it; there is no implication that if she does so she is weak and not quite a success.

Dr. Grantly Dick Read, who may be called the father of natural childbirth, also makes a new contribution to the literature with his *The Birth of a Child: Obstetric Procedure in Normal Childbirth for Those Who Attend Women in Labor*. Intended for physicians, nurses, and midwives (very generally employed in England), it will also be read with profit by laymen who wish to know the physical basis of Dr. Read's theory. He describes the (admittedly still controversial) physical relationship of fear and tension to pain based on the physiology of the uterus. He gives precise instruction for educating the expectant mother for relaxation, always emphasizing the importance of understanding her thoughts and feelings.

After reading these stimulating books, one wonders whether natural childbirth may not prove to be one of the most important contributions in many years, both to obstetrics and to the understanding of child development. FRANCES H. JAMEISON, M.D.

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Books of 1950

This list is an annual supplement, designed to be used in conjunction with "The Parents' Bookshelf," a short comprehensive list, and "The Child, The Family, The Community," an extensive bibliography published in the spring of 1947 which re-evaluates the literature of the last two decades in this field.

- AMERICAN TRADITION IN RELIGION AND EDUCATION, THE. By R. Freeman Butts. Beacon Press, 1950. 230 pp. \$3.00. A scholarly and important study of the historic principle of separation of church and state, pointing to the conclusion that this separation is a necessity for the democratic way of life and for the guarantee of religious freedom.
- ANALYTIC GROUP PSYCHOTHERAPY, With Children, Adolescents and Adults. By S. R. Slavson. Columbia University Press, 1950. 275 pp. \$3.50. A detailed study of the dynamics of analytic group psychotherapy. A pioneer in the field presents the fruit of his rich experience for professional workers.
- ANTI-SEMITISM AND EMOTIONAL DISORDER: A Psychoanalytic Interpretation. By Nathan W. Ackerman and Marie Jahoda. Harper & Bros., 1950. 135 pp. \$2.50. An important psychoanalytic study, based on extensive case histories, of the social and psychological determinants of anti-Semitism.
- BIRTH OF A CHILD, THE: Obstetric Procedure in Normal Childbirth for Those Who Attend Women in Labor. By Grantly Dick Read, M.D. Vanguard Press, 1950. 114 pp. \$1.50. The more technical aspects of the "Read Method" of natural childbirth explained for physicians and midwives but also of interest to the general reader.
- CHILD PSYCHIATRY IN THE COMMUNITY: A Primer for Teachers, Nurses, and Others Who Care for Children. By Harold D. Greenberg, M.D., and others. G. P. Putnam's Sons, 1950. 296 pp. \$3.50. A helpful interpretation of the place and value of child guidance services in the community, with a brief description of generally accepted methods and goals.
- CHILD TREATMENT AND THE THERAPY OF PLAY. By Lydia Jackson and Kathleen Todd. Ronald Press, 1950. 159 pp. \$2.50. A readable, significant presentation of the nature of play and its use in therapy for emotionally disturbed children.
- CHILD WELFARE FILMS. An International Index on Films and Film Strips on the Health and Welfare of Children. Prepared by UNESCO and the World Health Organization. Columbia University Press, 1950. 213 pp. \$1.00. An extensive list of films from twenty-six nations, including valuable material from the United States.
- CHILDHOOD AND SOCIETY. By Erik H. Erikson. W. W. Norton & Co., 1950. 397 pp. \$4.75. A psychoanalyst combines a wide knowledge of children and an interest in cultural anthropology to interpret the child's development in the social framework as well as the relation between the anxieties of childhood and the upheavals of society.
- COMMUNITY COLLEGE IN ACTION: The Fairleigh Dickinson Idea. By Peter Sammartino and Ellsworth Tompkins. Fairleigh Dickinson College Press, 1950. 146 pp. \$2.50. An interesting report of one community college and how its democratic philosophy and practice provide an enriching educational experience for students and community.
- CREATIVE PLAY ACTING: Learning Through Drama. By Isabel B. Burger. Barnes & Co., 1950. 199 pp. \$3.00. A practical and informative guide to the creative use of play acting for children of all ages, stressing the use of their own initiative and natural abilities.
- EDUCATING OUR DAUGHTERS: A Challenge to the Colleges. By Lynn White, Jr. Harper & Bros., 1950. 166 pp. \$2.50. The author questions established college curricula geared mainly to the interests and needs of men, and offers a challenging concept of education based on an awareness of the social and emotional roles of both men and women in home and community.
- EDUCATION AND MORALS: An Experimentalist Philosophy of Education. By John L. Childs. Appleton-Century-Crofts, 1950. 299 pp. \$2.75. A significant re-evaluation of educational philosophy, emphasizing the role of moral values in enriching and stabilizing our democratic way of life.
- ENDS AND MEANS IN EDUCATION: A Mid-century Appraisal. By Theodore Brameld. Harper & Bros., 1950. 244 pp. \$3.00. A new and controversial concept of democratic ideals in education, propounding an educational approach that works toward a sounder social and economic order for the world of today.

ESSAYS IN TEACHING. Edited by Harold Taylor. Harper & Bros., 1950. 239 pp. \$3.00. Twelve professors of Sarah Lawrence College discuss their own flexible approach to the teaching of traditional subjects, illustrating the way in which their methods meet individual and group needs.

FAMILY LIVING. By Evelyn Millis Duvall. Macmillan, 1950. 410 pp. \$2.60. A textbook for use in high-school courses on family relationships, helping young people to understand themselves and others and to meet their developing life situations.

FREEDOM AND THE UNIVERSITY: The Responsibility of the University for the Maintenance of Freedom in the American Way of Life. By Edgar N. Johnson and others. Cornell University Press, 1950. 129 pp. \$2.00. A stimulating symposium in which six specialists examine this pressing current issue in education.

HANDICAPPED CHILD, THE. By Edith M. Stern with Elsa Castendyck. A. A. Wyn. 179 pp. \$2.00. An understanding and informative guide that stresses the importance of sound parental attitudes in meeting the special emotional needs of children with various handicaps.

HOW TO HELP YOUR CHILD IN SCHOOL. By Mary and Lawrence K. Frank. Viking Press, 1950. 368 pp. \$2.95. A wise and friendly description of the stages of growth and learning in children, at home and in school, from preschool to junior-high-school age, with practical suggestions for parents and teachers.

IDEA AND PRACTICE OF GENERAL EDUCATION, THE: An Account of the College of the University of Chicago. By Present and Former Members of the Faculty. University of Chicago Press, 1950. 383 pp. \$3.50. A report of the program of general education of the college, as it is today after two decades of development.

INDIVIDUAL AND HIS RELIGION, THE: A Psychological Interpretation. By Gordon W. Allport. Macmillan, 1950. 147 pp. \$2.50. A penetrating examination by an eminent psychologist of the elements of mature religion and its role in enriching modern man's approach to living.

LEADERSHIP OF TEEN-AGE GROUPS. By Dorothy M. Roberts. Association Press, 1950. 195 pp. \$3.00. A worker with teen-age groups describes from her wide experience the principles and procedures of sound leadership. Simply written and of practical value for volunteer leaders.

LOVE IS NOT ENOUGH: The Treatment of Emotionally Disturbed Children. By Bruno Bettelheim. The Free Press, 1950. 386 pp. \$4.50. A warmly written account of how severely disturbed children are being helped back to mental health through the skilled and understanding management of the routines of daily living in a special school setting.

NATURAL CHILDBIRTH: A Manual for Expectant Parents. By Frederick W. Goodrich, Jr., M.D. Prentice-Hall, 1950. 176 pp. \$2.95. A comprehensive handbook which gives expectant parents practical preparation together with an un-

CHILD WELFARE FILMS

A catalogue of over eight hundred films and filmstrips from twenty-eight countries on child health and welfare. When available, it lists for each film: title, description, distributor, technical information (size, length, and date of film, in color or black-and-white), and critical comment. A *World Health Organization-Unesco publication*
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CHILDREN'S REACTIONS TO RADIO ADAPTATIONS OF JUVENILE BOOKS

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How do children react to radio programs designed for them? To answer this and to suggest how such programs can be more widely used in schools is the purpose of this study. The author discusses her findings, frequently letting the children themselves criticize the various phases of the programs. A *King's Crown Press publication*
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PSYCHIATRIC ASPECTS OF JUVENILE DELINQUENCY

Lucien Bovet

A study of the factors that cause juvenile delinquency, with observations on the aims and functions of prophylaxis and conclusions on treatment. A *World Health Organization publication. Monograph Series No. 1*
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- derstanding of the emotional satisfactions inherent in natural childbirth.
- NEUROSIS AND HUMAN GROWTH: The Struggle Toward Self-Realization.** By Karen Horney, M.D. W. W. Norton & Co., 1950. 391 pp. \$4.50. Dr. Horney restates and elaborates her theory of the neurotic process and the struggle of the adult to achieve his full potentialities.
- NEW YOU AND HEREDITY, THE.** By Amram Scheinfeld. Lippincott, 1950. 616 pp. \$5.00. A highly readable and non-technical revision of the author's informative work on the significance of hereditary factors in human life.
- NURSERY SCHOOL, THE: A Human Relations Laboratory.** By Katherine H. Read. W. B. Saunders, 1950. 264 pp. \$3.50. A revealing book for parents and teachers, which describes the role of the nursery school in the life of the growing child, and stresses its use as a laboratory for the study of human behavior.
- ON BEING HUMAN.** By Ashley Montagu. Henry Schuman, 1950. 125 pp. \$1.95. The author offers biological evidence that man is cooperative, and translates this conclusion into a philosophy of human relations.
- ON THE EDUCATION OF WOMEN.** By George D. Stoddard. Macmillan, 1950. 101 pp. \$1.50. A distinguished educator offers a concrete program to meet the needs of "homemakers seeking a good education in college" as well as women preparing for professional careers.
- OUR CHILDREN AND OUR SCHOOLS.** By Lucy Sprague Mitchell. Simon & Schuster, 1950. 510 pp. \$4.00. An inspiring report of the application of the progressive methods of education to meet the needs of children two to twelve.
- OUR REJECTED CHILDREN.** By Albert Deutsch. Little, Brown, 1950. 292 pp. \$3.00. The shocking story of children in trouble and how they are mistreated in many correctional institutions, based on a coast-to-coast survey of "reform schools," with recommendations for better rehabilitation programs.
- PLACE OF RELIGION IN PUBLIC SCHOOLS, THE: A Handbook to Guide Communities.** By Virgil Henry. Harper & Bros., 1950. 164 pp. \$2.50. A frank exploration of the controversial issue of the place of religion in the public schools, which stresses the possibility of introducing moral and spiritual values without sectarian bias. (For a contrasting viewpoint see *The American Tradition in Religion and Education*, above.)
- PSYCHOANALYSIS: EVOLUTION AND DEVELOPMENT.** By Clara Thompson, M.D., with the collaboration of Patrick Mullahy. Hermitage House, 1950. 252 pp. \$3.00. A historical survey and exposition of psychoanalysis as theory and therapy as developed by the major psychoanalytic schools.
- PSYCHOANALYSIS AND RELIGION.** By Erich Fromm. Yale University Press, 1950. 119 pp. \$2.50. A series of lectures in which the author discusses humanistic and authoritarian religions in terms of his psychoanalytic concepts.
- PSYCHOANALYTIC STUDY OF THE CHILD, THE, Vol. V.** By Ruth S. Eissler, M.D., Anna Freud, Heinz Hartmann, M.D., and Ernst Kris, Editors. International Universities Press, 1950. 410 pp. \$7.50. Technical papers on problems of child development, education, and guidance, from the psychiatric and psychoanalytic viewpoint. For professional workers.
- PSYCHOSOMATIC MEDICINE: Its Principles and Applications.** By Franz Alexander, M.D. W. W. Norton & Co., 1950. 300 pp. \$4.50. A scholarly presentation of existing knowledge concerning the influence of psychological factors upon the functions of the body. For professional workers.
- PSYCHOTHERAPY AND A CHRISTIAN VIEW OF MAN.** By David E. Roberts. Charles Scribner's Sons, 1950. 161 pp. \$3.00. A liberal Christian clergyman makes a plea for better understanding and collaboration between psychotherapy and religion.
- PUBLIC HEALTH IS PEOPLE.** By Ethel L. Ginsburg. Commonwealth Fund, 1950. 241 pp. \$1.75. A fresh approach to the field of public health, showing the importance of the use of mental hygiene concepts in the training of workers, and in the practice of their agencies.
- RADIO, TELEVISION, AND SOCIETY.** By Charles A. Siepmann. Oxford University Press, 1950. 410 pp. \$4.75. A valuable survey and consideration of the social and psychological aspects of radio and television.
- ROOM FOR ONE MORE.** By Anna Perrott Rose. Houghton, Mifflin, 1950. 272 pp. \$2.75. An understanding mother opens her home to a series of troubled and troublesome youngsters, reaping rich rewards in growth and maturity for all the family.
- SCHIZOPHRENIC ART: Its Meaning in Psychotherapy.** By Margaret Naumburg. Grune & Stratton, 1950. 247 pp. \$10.00. Studies of the treatment of two schizophrenic girls indicating the use of free artistic expression in psychotherapy. For professional workers.
- SPEAKING OF MAN.** By Abraham Myerson, M.D. Knopf, 1950. 279 pp. \$3.00. From fifty years of rich experience, a wise and mature psychiatrist discusses the problems of present-day living and affirms his deep faith in the capacity of modern man to find himself.
- SPEECH PROBLEMS OF CHILDREN: A Guide to Care and Correction.** Wendell Johnson, Editor. Grune & Stratton, 1950. 265 pp. \$3.75. Outstanding workers in speech correction collaborate in presenting useful information on speech disorders and how to prevent or overcome them. Sound guidance for the parent, and valuable for the professional worker in the field.
- SUPERVISION FOR BETTER SCHOOLS: The Role of the Official Leader in Program Development.** By Kimball Wiles. Prentice-Hall, 1950. 330 pp. \$3.75. Discussion of the supervisor's function in the improvement of the learning situation for children.
- TRAINING FOR CHILDBIRTH: A Program of**

Natural Childbirth with Rooming-In. By Herbert Thoms, M.D. McGraw-Hill, 1950. 114 pp. \$3.00. A concise and factual report for doctors and nurses, by an American authority on the natural-childbirth program.

UNDERSTANDING NATURAL CHILDBIRTH.

By Herbert Thoms, M.D., in collaboration with Laurence G. Roth, M.D. Picture story by David Linton. McGraw-Hill, 1950. 112 pp. \$3.50. Two well-known authorities answer the expectant mother's questions regarding this new approach to childbirth and give assurance of a rewarding experience. With informative photographs.

UNRAVELING JUVENILE DELINQUENCY.

By Sheldon and Eleanor Glueck. Commonwealth Fund, 1950. 399 pp. \$5.00. Two pioneers in research techniques use their mature skills to analyze the factors contributing to juvenile delinquency. Prediction tables evolved from the study offer help in recognizing possible future offenders.

YOUR CHILD AND OTHER PEOPLE, AT HOME, AT SCHOOL, AT PLAY.

By Rhoda W. Bacmeister. Little, Brown, 1950. 299 pp. \$3.00. Simple, friendly discussion interpreting to parents and teachers some of the social needs of the child and how to help meet them.

YOUR CHILD AND YOU.

By Sidonie Gruenberg. Fawcett Publications, 1950. 212 pp. \$.25. A sound, helpful little book that deals with some of the most common concerns of parents and suggests ways of meeting children's needs.

Conferences on family life

A work conference on Education for Marriage and Family Life is scheduled at Teachers College, Columbia University, July 2-20. This conference is designed for workers concerned with family life education in schools, colleges, churches, social welfare, public health, and other organizations. A registration of parents is also planned. Full-time staff members include Dr. Ivol Spafford, visiting consultant, Professors Laura W. Drummond, Ralph R. Fields, Phil Lange, and Ernest G. Osborne of Teachers College. Registration is limited in number. For further information, write to Professor Helen Judy Bond, Teachers College, Columbia University, New York 27, N. Y.

The Merrill-Palmer School of Detroit will hold its fourth annual Workshop in Family Life Education, July 5-18, for all who are interested professionally in the future of the family—teachers counselors, school administrators, home economists, parents. There will be general sessions and small group sessions led by Esther McGinnis, Minnie K. Oed, W. Mason Mathews, Dora S. Lewis, John C. Sullivan, William Wattenberg. Enrollment is limited. For further information address The Registrar, Merrill-Palmer School, 71 East Ferry Avenue, Detroit 2, Mich.

Ruth
Strang

• Professor of Education, Department of Guidance, Teachers College, Columbia University, New York

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Parents and children

Continued from page 5

conclusion won't you then remember when you are tempted to pet your child that mother love is a dangerous instrument? An instrument which may inflict a never healing wound, a wound which may make infancy unhappy, adolescence a nightmare, an instrument which may wreck your adult son or daughter's vocational future and their chances for marital happiness."

Truly Watson was the apostle of reaction in child rearing. His advice was picked up by pediatricians and widely disseminated. Regularity of feeding schedules and elimination schedules, no physical demonstrations of affection, leaving the child alone to play, early and sharp punishments to condition him out of potential disobedience and bad habits, ignoring his crying—these were the principles of child rearing which were in vogue for the next decade and which still persist to some extent.

It is no wonder that parents have been confused when they first heard advice to avoid any frustration or discipline for fear of harming the child and were encouraged to let the child follow his own impulses; then were strongly advised to follow a rigid schedule by the clock and to avoid all physical contact, while starting strict discipline in the cradle; and nowadays read about self-demand feeding schedules and the basic importance of warm, maternal, physical closeness between mother and infant. To the laymen uninformed regarding the fuller development of psychological theory in the past fifteen years, on the findings of which present-day advice is based, it might appear that this advice merely reflects a new fad.

Investigation contributes facts

This is not so. It is only that the picture of emotional development from birth to adulthood has, during the past fifteen years, been far more intensively and critically studied by a far greater number of trained investigators, and with a much richer theoretical and practical yield, than at any time in the world's previous history. In 1928, Watson could write: "Will you believe the almost astounding truth that no

well trained man or woman has ever watched the complete and daily development of a single child from its birth to its third year?" He was correct. Most of the early psychoanalytic theory regarding infancy and childhood had been developed from synthetic reconstructions of memories of adult patients. The first child analytic patient was little Hans, about whom Freud published a paper in 1909, but Hans was treated by his parents under Freud's direction.

Child analysis itself did not become established until the nineteen twenties, and it was not until the nineteen thirties that systematic psychoanalytic research in infancy and childhood, by trained observers, got under way. Well babies and children as well as sick ones were then studied extensively and intensively, in long-range projects, and by the nineteen forties an imposing list of contributions to the literature was appearing from the work of eminent investigators. A wealth of trained, first-hand observations became available on all aspects of children's development, capacities, and reactions, on the basis of which a far sounder set of principles for child rearing could be developed in the last decade than the premature and half-baked precepts of the second and third decades, or the offhand, reactionary, and superficial Watsonian rigidities and warnings of the fourth decade of the twentieth century. The current principles are, therefore, no mere passing fad or swinging back of the pendulum, but are based on tested knowledge proceeding from the finest kind of research.

It would be impossible to summarize these research contributions in a short paper, but it is worth-while to point up some conclusions of this work. I previously pointed out that the first phase of psychoanalysis was an exploration of the unconscious, of the id, of the pathogenic effect of repressed childhood traumata and of complexes resulting from frustration and deprivation; and that the second phase, the focus on the superego, seemed to confirm the presumed harmful effect on children of too much restraint, deprivation, and discipline, with the result that the emphasis in child rearing was placed on freedom for the children and non-interference by adults. This trend was supported from the field of education by the Montes-

sori school and the later progressive schools, and by the influence of John Dewey. The reaction to this overemancipation philosophy came not from the psychoanalytic investigators but from the behaviorist school of psychology, with Watson as the principal spokesman.

Meanwhile, however, the focus of psychoanalytic investigation and theoretical interest had moved on from the first two facets of personality structure, the id and superego, to the third and crucial one, the one that had so far been almost taken for granted, the ego. The subsequent research in infant and child development now had a well-rounded set of concepts to test out in full perspective in careful, intensive observation of infants and young children. As the research proceeded, former theories were modified, new ones took their place in the total scheme, and various experiments and projects were devised and carried out to test the new set of propositions.

Some research conclusions

I will summarize only a few of the research conclusions and point them up in their relationship to child-rearing methods. The first conclusion has to do with earliest infancy, in which the complete helplessness of the human infant is recognized with re-emphasis. His dependence on maternal care is absolute, and his primary and at first sole contact with the world is through his mouth during nursing. Furthermore, he may from birth be of constitutionally active or passive type—each type requiring different expectations and handling by the mother—and he has his own individual physiological rhythm as to eating and eliminating. The satisfaction of his needs for nutrition, love, support, warmth, comfort, and closeness to the mother is paramount, and training can wait.

Out of this tested observation came the rooming-in project, which eliminates the artificial separation of mother and infant in the hospital and permits natural closeness, continuity of care, and easy satisfaction of the infant's needs. A logical corollary to this principle is breast feeding, and on a self-demand schedule, so that the baby's own rhythm is accepted instead of his being compelled to wait in acute pain until the clock says it is time. The goal of

this period during the first year is what Erikson in his recent book, *Childhood and Society*, calls development of "basic trust" in the infant, the first and most important step in healthy ego development. The need for continuity of mother closeness and mother care during the first year is emphasized by all investigators.

The concept of timing involved in respecting the infant's own bodily rhythms is carried much further in the second research conclusion I wish to discuss. This is the concept of a timetable of development—physical, psychosexual, emotional, and psychological—which calls for nurturing and training methods geared to the infant's levels of maturation. The child-rearing implications might be stated in this way: that one imposes training at the time and to the degree to which the infant is psychologically and developmentally equipped to respond cooperatively, and to the extent that his relationship with the mother is auspicious for cooperation. The word "education" means "leading out of," and child rearing from the beginning is conceived of as real education—leading a child who is able and willing to be led, rather than leaving him to his own devices, on the one hand, or imposing artificial, premature, and adult-geared demands on him, on the other.

As a specific example, one institutes gradual toilet training late in the first year or early in the second when the elimination rhythm of the infant has been observed over a period of time, when he is physically developed to the point where he can sit up without strain, when neurological development permits some control over his sphincters, when his attitude toward the mother is one of willingness to cooperate, and when he is capable of some understanding of what is expected of him. As Erikson has put it, "From a sense of *self-control without loss of self-esteem* comes a lasting sense of autonomy and pride; from a sense of muscular and anal impotence, of loss of self-control, and of parental overcontrol comes a lasting sense of doubt and shame." The sense of autonomy and pride can be established only on a "firmly developed and convincingly continued stage of early trust."

In contrast to this desirable stage of ego development, one may expect only a brittle and

unstable mastery of elimination in a child who has been trained by early and persistent "conditioning," and a conflict-ridden, weak ego structure in a child who has been trained by shaming methods. All of the research findings in ego psychology of children emphasize the importance of recognition of the various levels of ego maturation, and of combining firmness of training with appreciation of the child's needs, capabilities, and feelings of self-regard. These principles hold throughout the child's development.

From the foregoing brief report of research conclusions and their translation into child-rearing principles, one can see that neither a noninterfering policy of parental indulgence nor a strict policy of parental deprivation—the contradictory policies of previous eras in the last half century—will bring healthy ego development in the child. The correct policy would seem to combine parental indulgence and parental firmness in the proportions indicated by the child's level of maturation, with complete indulgence indicated only in earliest infancy, and with complete deprivation never indicated. The fundamental baseline of affection, gratification of basic needs, and respect for the child's self-regard is never crossed.

The importance of group psychology

I must cite one more area of significant progress in the last ten to fifteen years. This is in the field of group dynamics. Beginning with the work of Kurt Lewin in the thirties there have been a number of channels of development leading to theories of the psychological dynamics of group formation and group action, group therapy of adolescents and adults, the psychodrama, and psychoanalytic group psychotherapy. This field is still young, but it has already achieved much and promises much more both for treatment of psychiatric disorders and for their prevention.

There is a crying need for faster progress here. Knowledge of group dynamics on a huge scale is involved in the high-level morale and unified group action required in weathering a chronic world crisis. Anthropological and sociological investigators, as well as investigators in group psychology, can contribute much to

the fund of knowledge required for our understanding of ethnic and national groups in other parts of the world with whom we must somehow reach a way of understanding and peaceful living. When we have progressed much farther in our knowledge of group psychology, we shall understand what determines the level of group psychological functioning, of group maturation, of group ego strengths and weaknesses, if you will. For a group or a nation is not merely the sum total of the individuals who comprise it; it is a new entity under the atmosphere and influences of which individuals behave differently than they would if alone. Certainly one of the ingredients of group psychology is the influence of the leader—his strengths and weaknesses, his recognized abilities, his tact and assertiveness, the accuracy with which he gauges the group's wishes and fears, the confidence he evokes, the power he wields. But there are many other insufficiently understood ingredients.

The world crisis is shaping up into two massive group formations at odds with each other under Soviet and American leadership. Each group formation is a collection of subgroups loosely knit together. We call it power politics, but our understanding must go far beyond that limited concept. We must translate our knowledge of individual psychology, with appropriate modifications, into a deep understanding of group psychology, and we must intensively study groups as such. If we are ever to form a crisis-free, stable world group it will have to be based on the best democratic principles our most farseeing leaders have ever envisioned. There is a remarkable correspondence between the sound principles of child rearing I have been describing and genuine democracy in action. What we learn from our intensive researches in child rearing can, if we survive, pay off doubly. It can enable us as parents to raise significantly the level of maturity of the next generation, and it can aid us as citizens in arriving at mature, democratic solutions of the present world crisis.

The quotations from *Psychological Care of Infant and Child*, by John B. Watson, and *Childhood and Society*, by Erik H. Erikson, are used by permission of the publisher, W. W. Norton & Co.

Conference for professional workers

On Tuesday, February 20, the Child Study Association held an all-day conference on "The Role of Social Agencies in Parent Education" for professional workers who are concerned with the welfare of children and with family relationships. The discussion explored the contributions of community organizations, family agencies, child guidance clinics, medical and psychiatric social service departments, group work agencies, and mental hygiene societies to parent education.

With Marion McBee, director of the Division on State and Local Organizations, National Association for Mental Health, as chairman, the morning session took up the following questions: What kinds of demands for parent education are made on community agencies? What are they doing about them? Members of the panel were Robert M. Gomberg, executive director of the Jewish Family Service Society; Exie Welsch, M.D., psychiatrist; Nina Ridenour, director of the Division of Education, National Association for Mental Health; Margaret Williamson, full-time lecturer in group work, New York School of Social Work; and Samuel M. Wishik, M.D., director of the Bureau of Child Health, New York City Department of Health.

The afternoon session was concerned with the problems of parent education leadership, including standards of service, recruitment and training of leaders, and areas for research. Anna W. M. Wolf, staff member of the Family Counseling Service, Child Study Association, was chairman. Panel members were Henry Hansburg, assistant professor of education and chief psychologist, Educational Clinic, Brooklyn College; Jean Thompson, M.D., psychiatrist, Bureau of Child Guidance, Board of Education, City of New York; Peter Neubauer, M.D., chief psychiatrist, Brooklyn Council Child Development Center; and Aline B. Auerbach, coordinator of Leadership Training, Child Study Association, who reported on the pilot leadership training program for professional workers recently undertaken by the Association.

The secret garden

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activity: the self, the parents, the social situation, and productive work. The basic organizing principles are formed in the first five years, but their content is modified through subsequent life experience.

Parents and problems

The problems that develop during these years may consist of disturbances in attitudes toward the four main nuclei of experience. Such a grouping is mainly justified for convenience of presentation, since all attitudes are interrelated. For example, the child's problems with himself are indistinguishably bound to his feelings and thinking about his parents, and are then reflected in his responses to other children and to persons of authority in his social situations.

Disturbances in the child's feelings about himself, however, are of central importance, regardless of their origin, since they influence markedly all his other responses. Basic disturbances here are feelings of being unworthy or unlovable, and fears of being injured or mutilated. These lead to ideas of being discriminated against, cheated, deprived, or abandoned, as well as a sense of the dangerousness of association with others and the need for caution and watchfulness in avoiding physical harm.

Excessive dependence on the parents, and particularly the mother, can be seen in fears of going to school, shyness and withdrawal behavior at school. Aggressive, overactive, provocative behavior is often the response of the child who feels rejected at home.

The problems are legion. Almost always, they are rooted in a disturbance in the parent-child relationship, particularly in the balance of feeling between mother and child. Often they are problems that have been present a few years but now come out in the open. A panicky, self-defensive reaction in the mother may exaggerate and perpetuate a problem that might otherwise quietly resolve itself.

This is an age when children need to find their proper place both in the home and in

their outside social life. They need intimate relations with parents or parent figures in which they can feel loved, accepted, sheltered, and guided. They accept limitations, and the conventions of the parents, with a much greater degree of tolerance than do adolescents. There is a much greater need to experience regulation and charting, and to be protected from their own feared impulses by a definitely established code of behavior.

They are very much in need of a continuing relationship with a mother or mother person. They also need the domesticating and tempering influence of organized group experience outside the home, such as may be provided by clubs, summer camps, and organized out-of-school athletics.

School and camp information

Over twenty years ago, the Child Study Association of America, in response to a need voiced by its membership, established an individualized school and camp information service. As a result of new knowledge gained from advances in psychiatry, psychology, and changing concepts of education, private schools and camps were developing new programs and modifications of existing methods of operation. Child Study Association members, always interested in learning about new ways of helping their children in development and in social growth, felt the need for assistance in evaluating these programs on the basis of the individual needs of their children.

But no resource was available through which parents might find help in evaluating their children's educational or camp needs. Nor were parents able to measure the existing school and camp facilities, since these were undergoing change. The emphasis in camp programs was shifting from highly organized recreational activities to more individualized and less competitive programs geared toward the creative and social aspects of child development.

In the intervening years these shifts of emphasis have become better consolidated. The value of examining programs in schools and camps, not only for general soundness but more specifically in relation to the need of the child and the family goal for the child, has now gained general acceptance. During these years, new facilities have emerged to

In conclusion, I think of the remark of a successful mother of a brood of a dozen children. When asked for her formula, she replied, "Oh, I don't know. I just love 'em and leave 'em alone!"

We may think of parental love as understanding and warmth and acceptance combined with faith in the child and the ability to allow him to find his own way within the established patterns of the home. Parental love includes respect for the child's integrity, protection of his weakness as a child, pleasure in his achievements, compassion for his sorrows, forbearance with his limitations, tolerance for his strivings for independence, and the providing of opportunities for healthy physical, emotional, intellectual, and social development.

The Child Study Association regrets the discontinuance of the School and Camp Information Service on June 30, 1951. The reasons are explained here

assist parents in the selection of schools and camps.

The Child Study Association initiated its School and Camp Information Service to meet an existing need that was at that time unmet and untried. This service was also created as a demonstration both of the parents' need and of the use they could make of this kind of program. The present growth of school and camp advisory sources for parents on a national and local basis throughout the country reveals the validity of this kind of service. Our demonstration has served its purpose. At this time, therefore, the Association has decided to discontinue this program in the interests of further exploration and experimentation in other necessary services to parents.

It has been a happy and gratifying task to meet with school and camp directors, and with parents. Now we offer a few brief words of guidance. There are schools of many types and varying philosophies. Study your own child, visit the schools, and in so far as possible select the one you feel will for the next few years fit the needs of your particular son or daughter. This also, of course, applies to camps. Here there is a great variety from which to choose. Camp should be a meaningful experience to every child—not to be evaluated just in terms of his apparent happiness, his sun tan, and his gain in pounds. The summer should add stature not just physically but emotionally. Skills are to be learned, but even more important is the learning to live and

get along with others. Under the guidance of wise and understanding adults, camp should give an opportunity for social growth and development.

The thinking parent looks for help not just from his neighbor down the block, but from someone who knows camps and schools objectively and professionally. For those who live in the New York City metropolitan area we suggest below a few of the many sources of help to parents. For those who live elsewhere, there are newspapers, magazines, consulting and welfare agencies.

School and camp information services in the Greater New York area

For private and public nursery schools licensed by the New York City Department of Health

(No fee. Telephone or personal interview.)

The Day Care Division of the Children's Division of the Department of Welfare: The Information and Counseling Service, 250 Church Street, New York 13. Digby 4-8700, Extension 437 or 438. Miss Theresa Stich.

For private schools and camps

(Fee to parents. Personal interview only.)

Miss Jane Griffin, 30 East 55th Street, New York 22. Plaza 3-5958.

(No fee. Letter, telephone, or personal interview.)

Parents' Magazine, 52 Vanderbilt Avenue, New York 17. Murray Hill 5-4400. Miss Josephine E. Chrenko.

Redbook Magazine, 230 Park Avenue, New York 17. Murray Hill 6-4600. Mrs. Ethel F. Bebb.

Vogue Magazine, 420 Lexington Avenue, New York 17. Lexington 2-7500. Miss Marian Courtney.

For social agency camps

(No fee. Letter, telephone, or personal interview.)

Children's Welfare Federation of New York City, Inc. The Division on Camping, 99 Park Avenue, New York 16. Murray Hill 4-5315. A referral agency only.

For colleges

(Fee to parents. Personal interview only except for those who live over 100 miles from New York City.)

Clarence E. Lovejoy, 1475 Broadway, New York 18. Longacre 4-0894.

MARY W. COLLEY

The staff of the Child Study Association has actively participated with Mrs. Colley and the Board of Directors in the recent evaluation of the School and Camp Information Service and has reluctantly concurred in the decision to terminate it. We shall miss the stimulating, imaginative, and realistic contribution that Mrs. Colley, who has handled this service since February 1, 1944, has given to the total program of the Association.

MILDRED B. BECK, DIRECTOR

Changing schools

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So school becomes a busier place where there is a lot more talking, playing, doing, discussing, working. There are different kinds of things in schools than there used to be—crates, blocks, paints, dolls, props. Where free expression is permitted, where children's impulses are not kept under tight lids, where children can talk freely with teachers and get into action with each other, there are new essential techniques to be worked out.

Teachers have changed, too

Permissiveness has to be backed up with necessary control. Schools are working toward a method of controlling children, even as parents are, without humiliating or indicting or terrorizing them. In the past, a time-honored punishment consisted of making children stay after school. The last time I noticed, it looked as though the tables had been turned. A school building after three o'clock is likely to have more teachers than children in it; teachers stay for meetings of various kinds—staff meetings, committee meetings, workshop sessions—which wouldn't have been held years ago.

The child-adult relationship is an evolutionary process in which the teacher has an important part as an authority. Traditionally, the teacher maintained authority by keeping distance. Today, the distance between teachers and children as human beings is much shorter. There are more opportunities for teachers to joke with children, and many a teacher can even sustain a joke at her own expense without feeling threatened.

With the best will in the world, even with the best budget in the world, we would still have real problems in these areas. The teacher faces at least as many dilemmas as parents do.

How much freedom should be allowed? How much talk is good for children? The teacher would also like to ask how much talking she can stand. If school is to be a natural situation and the teacher to be a natural human being, how does the teacher draw a line between what's good for the children and what she can stand? It takes a long time for a teacher to be

brave enough to ask the latter question. It's longer before she says, "I can take it, but what about my principal? My principal is very skeptical that anything worth-while can be going on when the children are talking and making that much noise."

Let us realize that the teacher stands in a difficult situation. Where shall she learn to have the kind of authority over children which is not punitive, which is based instead on friendly understanding and warmth? We say there is a way of controlling children's behavior without making them feel like villains. If a teacher asks us to tell her concretely what that way is, we are stumped. Each person, both teacher and parent, has to find that balanced spot for herself; books and speakers are only accessory aids. Today's teachers, like today's parents, were not given a good head start in this direction in their own childhood experience. Is it not natural that a teacher, having tried to be sensibly permissive in the face of difficulty and criticism and insecurity, often reverts to the more authoritative, repressive measures that worked when she was a child?

Schools and learning

For a school to be concerned about changing ways in human relationships is only one aspect of its job. The primary job of the school is to be concerned about how to make the child feel that he can succeed in learning skills and techniques, in understanding scientific phenomena and the world around him, so that he can acquire increased feelings of self-stature which give him self-esteem as a growing person soon to become a member of the adult culture. An essential to being on good terms with one's self is the ability to form a sound relationship with one's environment.

Schools are trying to move in the direction of these goals. They are creating a set-up where children can learn through play and through work. Schools are beginning to understand how the child's play is his basic medium for growth in the early years. They set up classrooms that are workshops; they try to sensitize the child to the world around him—so that he may feel, see, and understand how things are done and who does them.

They proceed from what is personally meaningful to the child to what he can experience vicariously. They provide learning, not through listening but through absorption and through re-expression. This involves different practices and procedures than teachers have been trained for or than boards of education are used to paying for. It means that the very life of the school has a new character.

Walk into your neighborhood school and you may find that three of the classes are not there. They are out in the neighborhood—on trips to a market, a building construction, a printing plant—learning at first hand about what is going on in the world around them. When they come back, they are given an opportunity to paint or draw, to write, to build, to discuss—in a variety of ways to absorb and re-express the impact of their trips upon them.

Along with this there is the necessity for the child to become skilled in tools for acquiring knowledge, with his concrete experience always as the base. Learning how to read is essential in a literate society. Not learning undermines one of the basic ways in which children acquire self-esteem.

Through all these changing ways of living with children and changing ways of helping children to learn in school, the children's values, ideals, and goals are being absorbed through experience with people; they are acquired through identification. A teacher who becomes a closer, more human, more interesting person in a child's life becomes a more vital influence on what his life, his personality, is to become.

Here most of us, as parents, have an adjustment to make. It would take a lot of self-searching for any of us to examine how ready we are to have our children find outside of the family other people through whom they can establish basic, dynamic relationships that affect the development of ideals. Are we ready for teachers to be the important people we are asking them to be?

One of the most important ways the changing school can effect the resolution of the child's family-life conflicts is that it employ teachers who can offer to the child the next steps in his search for ego ideals. In occasional instances, this has been accomplished in the past. By these

concepts, it would then become less occasional.

By these concepts, the child's spiritual development would be molded in school as well as at home. Having been believed in, the child is likely to become a person who can naturally believe in the potential of others. Having been accepted, he is prepared to accept other people in terms of their individuality; he can be free of motivations that sponsor class, race, and religious distinctions. Not only through human relations per se but through articulation of these values, the child can come to see variation as health-giving in the social process, and can develop into the kind of person who will find his gratification in the creative and in the productive rather than in the acquisitive side of life. When freed from competitive compulsions, when during childhood he has not faced the alternatives of domination or submission, he will find deep emotional satisfactions in doing, making, and producing. Beyond that the child will become a person who takes personal responsibility for the social faults around him—such social faults as inequality of opportunity, unequal distribution of the necessities of life, and the existence of prejudice.

Our problems in the schools are many. Changing ways challenge as well as gratify. As citizens, parents have a responsibility toward this whole question of how schools can continue to change. The school, like the family, is forging a new way of life.

In the face of the job to be done, we need humility and patience. The danger lies in the fact that in being humble we may become passive, and in being patient we may become lazy. Neither passivity nor laziness will do the job!

Social agencies

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techniques. Intelligent application of our growing body of knowledge—our maturity—should help him to find his maturity and assurance.

Today we regard even the I.Q., which was once thought infallible, as now subject to correction, or at least to further interpretation. We stress and build upon positive rather than negative factors. We believe in the child's need

as well as his right to participate. Yet we know that he must be helped to accept authority, and have an acceptance of his responsibility within that frame of authority, whether in the family, in school, or in the community at large. We work for the fullest development of the individual, always in the framework of the society in which he lives.

We recognize the tremendous importance of parental love and what it may do in overcoming other shortcomings and deficiencies of either parents or environment. Our experience with foster care has demonstrated beyond doubt the great inadequacies of any substitute for the child's own parents. We feel so strongly about this that today we leave children in homes where we would not have left them in the past; even an unsatisfactory home and parent are often more effective than carefully selected substitutes. Parents who feel frustrated and inadequate must be made to know and feel their place and the personal purpose that they may have. They must be given confidence and encouragement, not blame. In short, we must reaffirm our belief in parents.

I would suggest greater development at once of publicly financed and operated welfare services that include guidance and similar facilities. Even with expansion, I see voluntary services as essentially limited to experimental development and not adequate to serve the overall needs of our vast community.

I would predict that we are on the threshold of new group-method techniques which, when developed sufficiently, in the hands of schools, social service agencies, and the like, will reach more people and help them at an early point in their needs; and, in an ever-widening process, they will fan out in an educational spread that will make our present methods look archaic.

The child who attains adulthood without becoming emotionally mature is like an intellectually retarded person. We must do everything we can do to see that we have as few of either as possible. As rapidly as we can assure that sense of personal dignity and worth, just so rapidly shall we have provided the external and internal assurance necessary to healthy personality development and the community's social well-being.

Suggestions for study groups



A guide to readers who wish to
base group study and
discussion on this issue of *Child Study*

Parents who have followed the growing field of child development in the past decades will find this issue of *CHILD STUDY* clarifying and rewarding. From the wide range of theory and experiment necessary to the growth of any science or discipline, areas of common agreement are emerging in our knowledge of child development which document stable principles of guidance for parents, teachers, and others who work with and for children.

Dr. Knight reviews earlier psychological theories in which a misapplication of psychoanalytical principles led to overindulgent and laissez-faire attitudes toward the child. An inevitable reaction occurred in John B. Watson's theory which included overregimentation and denial of love needs. Long experience and research have balanced much of the earlier extremes; parents and educators now have the benefits of more mature and tested points of view, based on a knowledge of the child's emotional needs at different age levels and of the roles that discipline and guidance play in attaining maturity.

Dr. Spitz traces the change in cultural attitudes toward children. He emphasizes society's growing awareness of the importance of a good "emotional climate" for child growth. Overpermissiveness, he feels, can be balanced by a good understanding of the part necessary and inevitable frustration plays in helping a child learn to deal with reality.

Dr. Coleman speaks of the school-age child's finding his place in a competitive society. Despite his seeming independence of parents, the school child has a deep need for guidance and direction.

The confusions of today's adolescent in the face of parental uncertainty and world turmoil are described by Dr. Rioch, who feels that changing ways with children have played a part in the adolescent's troubled picture of himself. The author makes a plea for better preparation of these youngsters for adulthood, through better understanding of their emotional development.

Dr. Biber draws an inspiring picture of what school can do for children when teachers understand them. True acceptance of young people is slowly but surely coming about, so that school experiences can foster the child's self-confidence.

Throughout each article, a constant theme is discernible: changes, research, theories, all have contributed to real and stable gains and insight into children's needs. In every family, guidance as well

as love, controls as well as satisfactions are necessary if children are to see their world realistically enough to play their part constructively.

For discussion

Dr. Knight speaks of Watson's behavioristic approach as a reaction to the overindulgence that resulted from the precepts of earlier child psychology. What are the dangers of overindulgence for a child? Why was Watson's approach just as unsatisfactory?

Frustration, the bugaboo of many parents, is described by Dr. Spitz as a necessary step in helping children face reality. How might wise frustration contribute to a democratic home? How might frustration be misused—in feeding in early infancy; in toilet training?

What does the child from six to twelve need from his parents for his best growth? How does the teacher contribute to the child's picture of himself—for better; for worse? In your community, is the school picture changing in the ways that Dr. Biber mentions? What might you do to work toward the kind of school she discusses?

Uncertainty in the world and in the home troubles adolescents today. From your reading of this issue on gains in our knowledge of children, what principles emerge which might help parents meet adolescent needs and unrest? What is the role of necessary frustration? How much freedom should adolescents have—at fourteen; at sixteen? What real work experiences does your community provide for youngsters? What does Dr. Rioch mean by "the stereotype of the teen-ager"?

Suggested reading

Childhood and Society. By Erik H. Erikson. New York: W. W. Norton & Co., 1950.

Our Children and Our Schools. By Lucy Sprague Mitchell. New York: Simon & Schuster, 1950.

Mirror for Man: The Relation of Anthropology to Modern Life. By Clyde Kluckhohn. New York: Whittlesey House, 1949.

Parents' Questions. By the Staff of the Child Study Association. New York: Harper & Bros., Rev. Ed., 1947.

Psychosocial Development of Children. By Irene M. Josselyn, M.D. New York: Family Service Association of America, 1948.

Freedom is responsibility

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radio: "This is a sin of you and me and all of us: to have more power than love, more knowledge than understanding, more information about this earth than of the people who live upon it, more skill applied to far-off places than to look within the secret spots of our own hearts. For freedom is a dreadful word unless it goes hand in hand with responsibility, and democracy may yet become a specter among men unless the hearts of men are mature."

It is our responsibility:

1. to find ways to give the facts that children need and, even more important, to interpret those facts; to have a rebirth of the old moral, ethical, and spiritual values;
2. to be willing to act as adults in the light of those facts even when they harm our own self-interest; and
3. to have courage, to stand up and fight for right and justice, not only in our jobs and in our daily lives but, most important of all, in our hearts and souls.

The adolescent

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offered generally recognized patterns for the gradual achievement of adult status and if the community as a whole accepted the responsibility of helping the young person to become integrated into adult life, rather than catering to what has become a stereotype, the teen-ager.

Bridging the gap

Many young people seem to feel that they are suffering from a highly privileged disease known as adolescence. Their bewildered parents often tend to believe this rather than recognize the fact that the adolescent's dilemma is to a fairly large degree a cultural anomaly and might be modified by appropriate measures.

One important aid in bridging the gap between childhood and adulthood is helping the adolescent to realize that he does not have to be infallible to be a grownup. If his parents, out of defensiveness, have claimed to be always

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right and to know best, he may wonder how that most enviable state is reached. He may feel discouraged about attaining it. Actually, parents have no reason to be defensive if they have children who are free to challenge and to ask questions. It is a tribute to the parents when children are free enough to do so. Similarly, if a young person goes to college and learns more than his parents know, that is no sign of inadequacy on the part of the parents. In one way or another, they made it possible for their child to go beyond them. This is again a tribute to the parents' adequacies.

One of the things we need most in the world today is a respect for differences. The adolescent brings youth, vitality, and a freshness of outlook, and the adult brings the wisdom of experience. A mutual regard for the contributions of each group could go far toward alleviating some areas of tension.

Children's book award

The annual award of the Children's Book Committee of the Child Study Association was given this year to Eleanor Roosevelt and Helen Ferris, for their book, *Partners: The United Nations and Youth*, published by Doubleday and Company. Presentation of the award was made at the luncheon session of the Association's Annual Conference. Benjamin Cohen, assistant secretary of the United Nations in charge of Public Information, presented the scrolls of award for "this book whose graphic story of the work of United Nations agencies in many lands challenges our own young people with an eagerness to share in it and a sense of their kinship with boys and girls the world over."

In accepting the award, Mrs. Roosevelt and Miss Ferris paid tribute to the personnel of the various UN agencies whose generous contribution of time and interest helped to make the material available and meaningful.

This was the eighth annual award of the Children's Book Committee, which each year selects for citation a book that will give young people a fuller appreciation and understanding of some of the real problems facing youth in today's world.

From our readers

In his stimulating article in the Spring issue of *CHILD STUDY*, Professor David Riesman recommends that for the child of superior talent the goal be development of the talent and devotion to the special interest. He assumes that such concentration must be at the expense of developing the social skill that would win acceptance and love from one's peers. Yet nothing in the history of the gifted adolescent whom he cites to prove his point truly supports this dissident prescription. One may agree that talent is a precious commodity that should not be wasted, but the premise that social adjustment or acceptance is incompatible with the full cultivation of the talent is a dangerous rationalization. Surely one should explore ways to realize both these goals. . . .

Professor Riesman's concern is for the special gift—that it flower to its utmost capacity. But the researches of psychiatry show that it is precisely the artist who has been loved by his parents and accepted by his peers in childhood who is best able to function productively in maturity, who indeed ever reaches maturity. I would therefore reverse Professor Riesman's time prescription. Let the social approval come first in the years when it matters. The gifted child needs to:

1. grow up feeling that he is loved for himself, not for his gift;
2. learn to respect children not equally gifted;
3. acquire a reasonable number of childhood skills, in the expected sequence.

His formative years having been lived in acceptance, the gifted child may safely accelerate his concentration on his special ability as he gets older. If the world has smiled on him up to the age of fifteen, he may then exclude it in confidence, working deeper and deeper in his chosen area of human creativity without fear, without destructive conflict, without self-hate.

Mother, New York

How to face world crisis with children

The next issue of *CHILD STUDY* will discuss this problem that concerns all parents today. You will not want to miss it.